

# Academic Title Holders

## *Applications and Academic Progression*

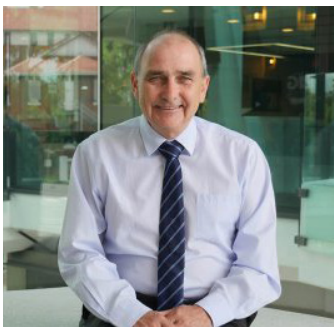




**Professor Geoff McColl**  
Executive Dean  
Faculty of Medicine

Our Academic Title Holders play a vital role in the University's mission to deliver excellence in education and research. Without their contribution it would not be possible to deliver our large-scale MD program and our research in medicine, biomedical sciences and public health would be significantly compromised.

The contribution Academic Title Holders make to the University and the leadership and commitment they demonstrate to their profession to improve health outcomes warrants appropriate recognition from the University through the process of academic promotion. We want to support our Academic Title Holders' progress in their clinical academic careers and look forward to continuing this important relationship between outstanding clinicians and The University of Queensland.



**Professor Darrell Crawford**  
Associate Dean  
(*Strategic Development*)  
Faculty of Medicine

In our pursuit of excellence, the Faculty of Medicine endeavours to attract and engage outstanding clinicians as its academic partners to deliver high-quality teaching and research. We are committed to delivering an academic promotion program for our Academic Title Holders that recognises their academic contribution that is in keeping with the demanding contemporary health care environment and pace of modern medicine.

This guide has been developed to help academic title holders navigate the academic promotion process at UQ and outline how the Faculty can support its academic title holders through academic progression, regardless of where they are in their career. We wish you every success in your clinical academic career and look forward to partnering with you to continue our delivery of world-class education and research.

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## About UQ

As a university ranked amongst the top 50 in the world, The University of Queensland is committed to pursuing excellence and creating positive change for a better world. UQ has a strong focus on teaching excellence and boasts an exceptional quality of research.



**100% of UQ Research at or above world standard (ERA 2018)**



**More national teaching awards than any other Australian university**



**17,000+ PhDs awarded since 1952**



**#1 in Australia - Nature Index Tables (2022)**



**#1 recipient of ARC Fellowships and Awards nationally**



**Ranked #1 in Queensland for graduate employability**

## The Faculty of Medicine

Through the education we provide and the research we conduct, the Faculty's medical, biomedical and public health endeavours save lives and improve human health in material and lasting ways. Our explicit values drive our behaviours and operational endeavours and we are known for five distinguishing attributes:

### 1. Entrepreneurial spirit

The Faculty embraces the challenge of ever-present and accelerating change.

### 2. Collegial ethos

The Faculty operates in an open, transparent, collegial and unified manner.

### 3. Unity and its equal appreciation of education and research

The Faculty acts as a body representative of a collection of equally-valued disciplines.

### 4. Collaboration-fostering approaches

The Faculty will improve its approach to collaboration and its reputation. The pursuit and attainment of its objectives demands active associations between itself and its partners, in mutually beneficial and responsive arrangements.

### 5. Reflection of the community

The Faculty is known for its diversity and inclusivity, and reflects the demographics of the community it serves for the ultimate benefit of community-wide health.

### Our Values



Pursuit of Excellence



Creativity and independent thinking



Mutual respect and diversity



Honesty and accountability



Inclusiveness and wellbeing

# Eligibility Guide for Academic Title Holders


Academic titles are awarded to health professionals who make significant contributions to The University of Queensland. To be eligible for consideration for the conferral of an academic title, a health professional will be a regular and significant contributor to the University's teaching, research and engagement program. Academic titles for health professionals are awarded at a level consistent with that used for UQ appointed staff and governed by UQ Policy '[Academic Title for Health Professionals \[5.20.05\]](#)'.


## Academic Level Reference Guide:


- Level A = Associate Lecturer
- Level B = Lecturer
- Level C = Senior Lecturer
- Level D = Associate Professor
- Level E = Professor

To recognise the contribution made to UQ and to support the professional development of health professionals, the University encourages Academic Title Holders (ATH) to apply for promotion.

### Contact Us

 [med.academititles@uq.edu.au](mailto:med.academititles@uq.edu.au)

 +61 7 3346 6006

 [medicine.uq.edu.au/alumni-and-community/academic-title-holders](http://medicine.uq.edu.au/alumni-and-community/academic-title-holders)

## Academic Promotion at UQ

The University of Queensland is committed to the development and retention of high-performing staff and academic title holders through academic promotion. The principles of academic promotion at the University are underpinned by UQ's policy and procedures as outlined in the '[Criteria for Academic Performance Policy](#)' [5.70.17]. The process of academic promotion differs between UQ Appointed Academic staff and Academic Title Holders, shown in Figure 1.

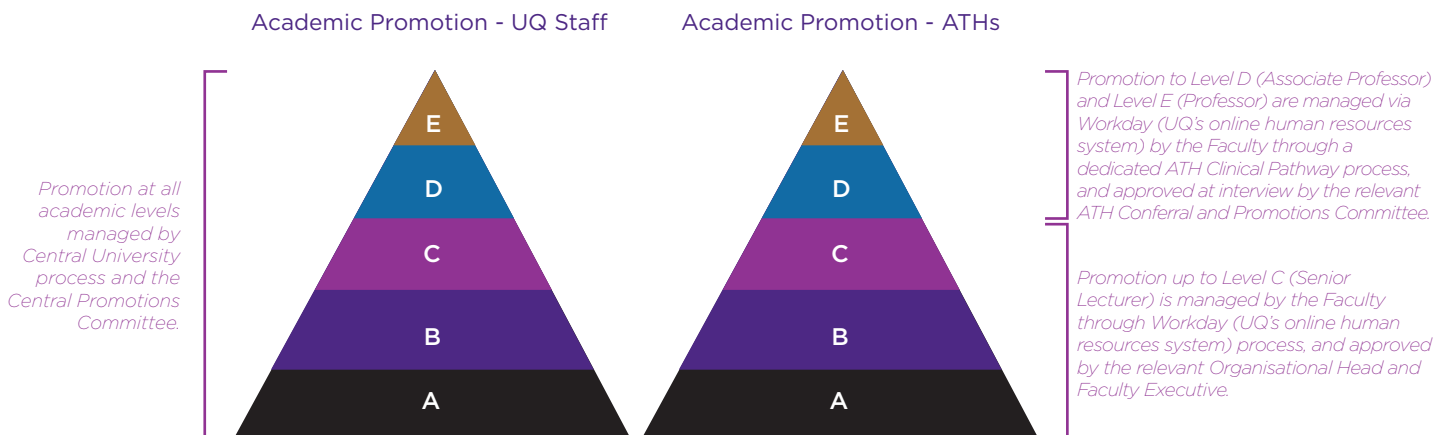
The ATH pathway is also available for UQ clinical academic health professional appointees, including conjoint or seconded staff, who hold a fractional appointment up to 0.3 FTE (individual eligibility advice

can be attained via contacting: [med.academititles@uq.edu.au](mailto:med.academititles@uq.edu.au)).

Academic progression for UQ appointed staff is managed centrally for all academic levels and all academic categories (see the [UQ Academic Promotion website](#) for more information). For Academic Title Holders, the process of academic promotion is managed by the Faculty of Medicine.

Further information about the online application processes is provided in the [ATH Application & Promotion System Processes Guide](#).

Figure 1 - Process of Academic Promotion for UQ Appointed Staff vs Academic Title Holders (ATHs)\*



\* UQ Clinical Academics on fractional appointments up to 0.3 FTE may also use this process.

## ATH Academic Application: Academic Level A

Level A (Associate Lecturer) applications are considered by the relevant Organisational Unit Head and endorsed by the Faculty. Applications are managed via Workday (the University's Human Resources platform). The general expectations of a Level A appointment and the related assessment criteria for health professionals are provided below.

### Expectations of Level A - Associated Lecturer

A Level A ATH will make a commensurate contribution to the work and strategic advancement of the University and its students. They 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, recognising there may be higher contributions in some academic domains that compensate for lesser achievements in other areas.

In the domain of **teaching**, a Level A ATH will undertake and develop expertise in clinical teaching and assessment with the guidance of more senior staff, and with an increasing degree of autonomy. They will seek and respond to feedback to enhance the quality of their teaching and the overall student experience.

In the domain of **research**, a Level A ATH will be developing clinical research skills, best evidenced by undertaking or contributing to relevant research projects or programs with appropriate research outputs.

In the domain of **supervision and researcher development**, a Level A ATH will be developing a track record of supervising more junior clinical staff and/or students, as well as contributing to the development of their supervisee's skills and competencies.

In the domain of **citizenship and service**, a Level A ATH will facilitate academic activities and be developing links with relevant professional organisations. They will demonstrate the UQ Values as well as contribute to service roles within the School and to relevant committees.

As Level A applicants are generally new to the University they are required to apply as an External Applicant. Alternatively the Internal Applicant process is available to health professionals who have previously been registered in Workday.

### ATH Assessment Criteria Guide for Health Professionals - Level A

Level A - Associate Lecturer	
Postgraduate Level	1 - 7 Years
Likely Applicant; Qualifications and Criteria for Appointment	<ul style="list-style-type: none"> <li>Junior doctors and registrars including advanced trainees</li> <li>MD/MBBS or equivalent</li> <li>Meets criteria in all categories recognising there may be higher achievement in some that compensates for lesser achievement in others</li> </ul>
<b>1. Teaching</b>	<ul style="list-style-type: none"> <li>Participates in clinical teaching of UQ students in the MD program</li> <li>Recognised as an effective clinical teacher responsive to student and peer feedback</li> <li>Assists with assessment activities</li> </ul>
<b>2. Research</b>	<ul style="list-style-type: none"> <li>Developing clinical research skills and undertaking, or contributing to, research projects in their field of interest</li> </ul>
<b>3. Supervision &amp; Researcher Development</b>	<ul style="list-style-type: none"> <li>Developing a track record of achievement in clinical and/or research supervision outcomes with contributions to the development of supervisee (junior doctor, student or researcher) capabilities and skills, as well as their engagement opportunities</li> </ul>
<b>4. Citizenship &amp; Service</b>	<ul style="list-style-type: none"> <li>Efficient performance of allocated academic roles</li> <li>Developing links with relevant professional bodies</li> <li>Contribution to related committees</li> </ul>

## ATH Academic Promotion: Academic Level B

Applications for promotion to Level B (Lecturer) are considered by the relevant Organisational Unit Head and endorsed by the Faculty. The promotion processes up to Level C are managed via Workday whereby applicants generally specify the level of promotion for which they are applying at the time of renewal of their title. As a general guide, the expected standards of Level B are outlined below.

### Expectations of Level B - Lecturer

Level B ATH will make a commensurate contribution to the work and strategic advancement of the University and its students. In addition to the requirements at Level A, they will have a growing profile in the academic domains, recognising there may be higher contributions in some domains that compensate for lesser achievements in other areas. An advanced professional qualification or higher degree by research would be expected.

In the domain of **teaching**, a Level B ATH 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 elements of course materials and related assessments as well as developing their own teaching practice.

In the domain of **research**, a Level B ATH will undertake individual and/or collaborative research and contribute to funding and external support for research activities. The Level B ATH will have an emerging reputation generated by related research outputs.

In the domain of **supervision and researcher development**, a Level B ATH will be developing a track record of supervising junior clinical staff and/or students as well as facilitating the development of their supervisee's skills, competencies, and opportunities for engagement.

In the domain of **citizenship and service**, a Level B ATH will have an emerging role in professional and external service activities and will demonstrate efficient management of allocated service roles. They will demonstrate the UQ Values and will have established links with professional bodies and meaningful collaborations related to their discipline.

### ATH Assessment Criteria Guide for Health Professionals - Level B

	Level B - Lecturer
Postgraduate Level	5 - 8 Years
Likely Applicant; Qualifications and Criteria for Appointment	<ul style="list-style-type: none"> <li>Fellowship of professional college but not yet in a consultant position, and pertaining mostly to those in specialty fellowships, or HDR programs</li> <li>Meets criteria in all categories recognising there may be higher achievement in some that compensates for lesser achievement in others</li> </ul>
1. Teaching	<ul style="list-style-type: none"> <li>Clinical teaching responsibilities at a variety of levels including UQ students in the MD program and specialty trainees</li> <li>Assists in the preparation and delivery of course material for MD students</li> <li>Assists with assessment activities</li> </ul>
2. Research	<ul style="list-style-type: none"> <li>Participate in individual or collaborative research programs</li> <li>Emerging national recognition through presentations at relevant conferences and publications in related journals</li> </ul>
3. Supervision & Researcher Development	<ul style="list-style-type: none"> <li>Developing a track record of achievement in clinical and/or research supervision outcomes and facilitates the development of supervisee (junior doctor, student or researcher) capabilities and skills, as well as their engagement opportunities</li> </ul>
4. Citizenship & Service	<ul style="list-style-type: none"> <li>Established links with relevant professional bodies</li> <li>Emerging leadership roles at local levels</li> <li>Beginning to assume a significant role in professional activities eg committees, conference organisation</li> </ul>

## ATH Academic Promotion: Academic Level C

Applications for promotion to Level C (Senior Lecturer) are considered by the relevant Organisational Unit Head and endorsed by the Faculty. The promotion processes up to Level C are managed via Workday whereby applicants generally specify the level of promotion for which they are applying at the time of renewal of their title. As a general guide, the expected standards of Level C are outlined below.

### Expectations of Level C - Senior Lecturer

A Level C ATH will make a commensurate contribution to the work and strategic advancement of the University and its students. In addition to the requirements at Level B, they will have an established record of achievement in the academic domains, recognising there may be higher contributions in some domains that compensate for lesser achievements in other areas. An advanced professional qualification or higher degree by research is expected.

In the domain of **teaching**, a Level C ATH will make a substantial senior contribution to clinical teaching across multiple professional levels. They will lead teaching activities relevant to their discipline and be committed to the development of their teaching practice to enhance the learning experience of their students and trainees.

In the domain of **research**, a Level C ATH will be expected to undertake research activities, establish research

collaborations, publish in peer-reviewed journals and/or contribute to State / National guidelines for clinical practice and contribute to successful applications for external research funding.

In the domain of **supervision and researcher development**, a Level C ATH will have an established track record of supervising clinical staff and/or students, including students in advanced or specialty training programs and/or students enrolled in higher degree by research programs, as well as actively facilitating the development of their supervisee's skills, competencies and opportunities for engagement.

In the domain of **citizenship and service**, a Level C ATH will achieve leadership roles in the profession, at a local or State level. They will consistently demonstrate the UQ Values and will be actively engaged in professional associations related to their discipline and specialty.

### ATH Assessment Criteria Guide for Health Professionals - Level C

Level C - Senior Lecturer	
Postgraduate Level	7+ Years
Likely Applicant; Qualifications and Criteria for Appointment	<ul style="list-style-type: none"> <li>• Consultant with a role in a teaching hospital, or GPs of equivalent standing</li> <li>• Fellowship of professional college with or without higher degree</li> <li>• Meets criteria in all categories recognising there may be higher achievement in some that compensates for lesser achievement in others</li> </ul>
1. Teaching	<ul style="list-style-type: none"> <li>• Substantial contribution to clinical teaching across multiple professional levels</li> <li>• Lead learning activities relevant to the discipline</li> <li>• Enhance the learning experience of students and trainees</li> </ul>
2. Research	<ul style="list-style-type: none"> <li>• Publications in peer reviewed journals</li> <li>• Contributions to State or National clinical guidelines</li> <li>• Contributions to successful applications for research funding</li> </ul>
3. Supervision & Researcher Development	<ul style="list-style-type: none"> <li>• Established track record of achievement in clinical and/or research supervision outcomes and demonstrates effective development of supervisee (basic or advanced trainee, other junior doctors or researchers) capabilities and skills, as well as facilitating their engagement opportunities</li> </ul>
4. Citizenship & Service	<ul style="list-style-type: none"> <li>• Emerging leadership roles in the profession and engagement in relevant professional associations at a State or National level</li> </ul>



## ATH Academic Promotion: Academic Level D

An ATH or eligible UQ clinical academic health professional appointees, including conjoint or seconded staff, who hold a fractional appointment to 0.3 FTE wishing to apply for promotion to Associate Professor must discuss their intention to apply, with the the Head of their Organisational Unit (and their Head, Mayne Academy if the applicant is from the Medical School). The relevant flowchart overleaf provides an overview of the process for Level D ATH promotions. The applicant must meet with their relevant Organisational Unit Head to discuss their application. Once the application is completed in full and accepted the applicant will be required to attend an interview with an ATH Level D Conferral and Promotions Committee. As a general guide, the expected standards of Level D are outlined below. The final application for promotion to Level D will need to include:

- A case for conferral (2-3 pages) addressing the criteria and outlining the applicant's unique value and future strategic contribution to the University, their discipline and the community
- A Curriculum Vitae in a specific format.

Applicants should refer to the '[Guidelines for Preparing the Case for Conferral to Associate Professor for Academic Title Holders](#)' for further information and advice.

### Expectations of Level D - Associate Professor

The Associate Professor will have a significant reputation for excellence in their professional area and make a commensurate contribution to the work and strategic advancement of the University and its students. In addition to the requirements at Level C, they are expected to demonstrate leadership in fostering or facilitating clinical excellence in the academic domains, recognising there may be higher contributions in some domains that compensate for lesser achievements in other areas.

In **teaching**, they will be recognised as excellent clinicians and teachers, leading advancements in clinical education in either their discipline, institution, specialist college or parts of the health industry. They will have a sustained record of successfully supervising junior doctors to completion within advanced or specialty training programs as Principal Supervisor and/or successfully supervising students formally enrolled in higher research degree programs.

In **research**, they will demonstrate evidence of quality and impact through publications in internationally recognised

academic journals, by playing a leadership role in successful initiatives for research funding, and by developing collaborations with local and national partners. As a recognised authority in their profession, they will play an enabling role in supporting research that impacts on health outcomes and/or health systems.

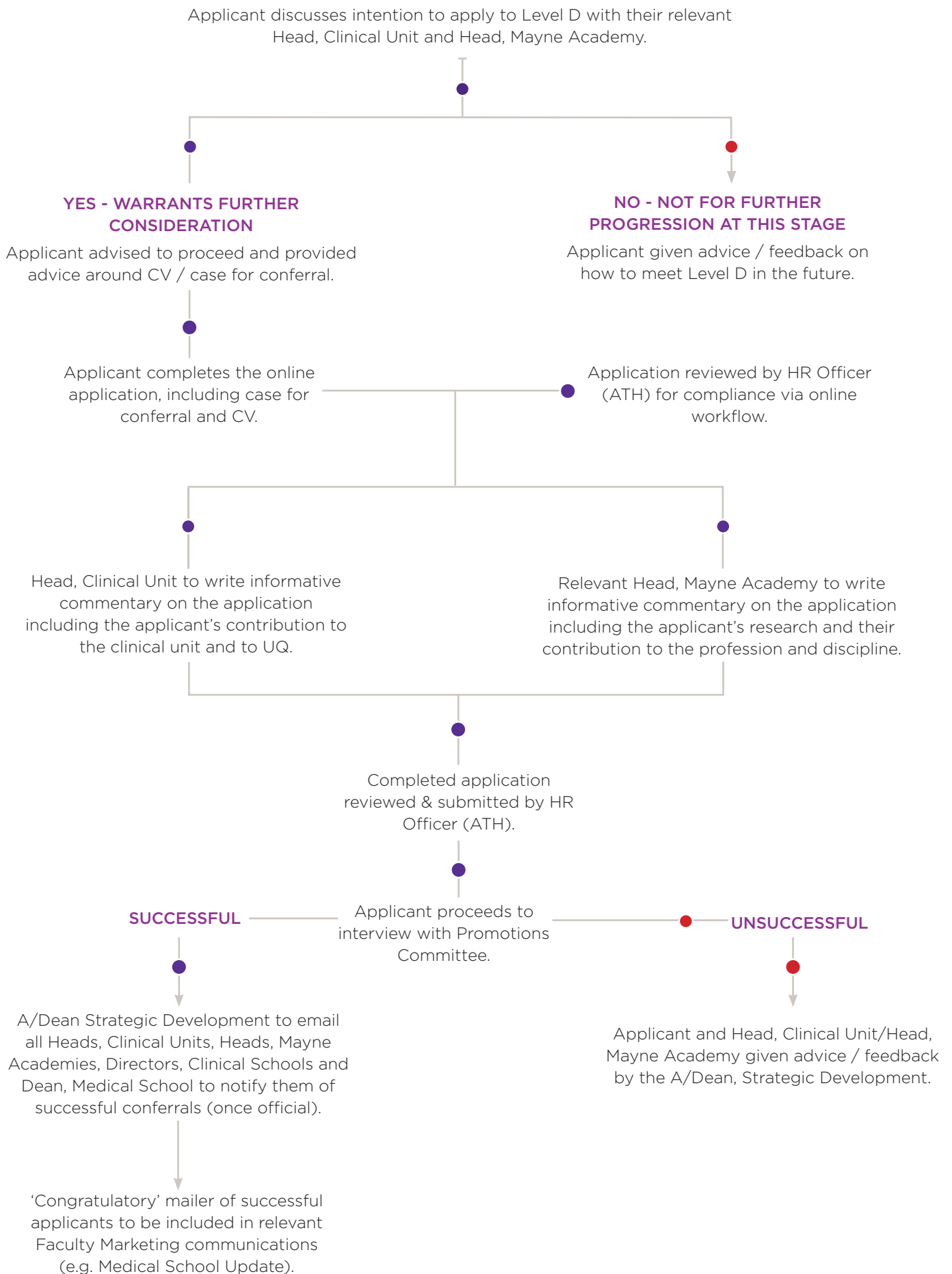
In the domain of **supervision and researcher development**, they will have a sustained track record of supervising trainees to completion of specialty training and/or supervision of higher degree by research students. They will lead the development of their supervisee's skills, competencies and future career opportunities

In the domain of **citizenship and service** to their discipline, the University and the community, they will be recognised at a State level and nationally for their contribution to the profession by way of membership of influential government committees or industry advisory panels, emerging leadership roles in professional societies and/or playing key roles in setting policy or professional practice standards. They will consistently embody the UQ Values and foster these values in others through effective supervision and mentoring.

### ATH Assessment Criteria Guide for Health Professionals - Level D

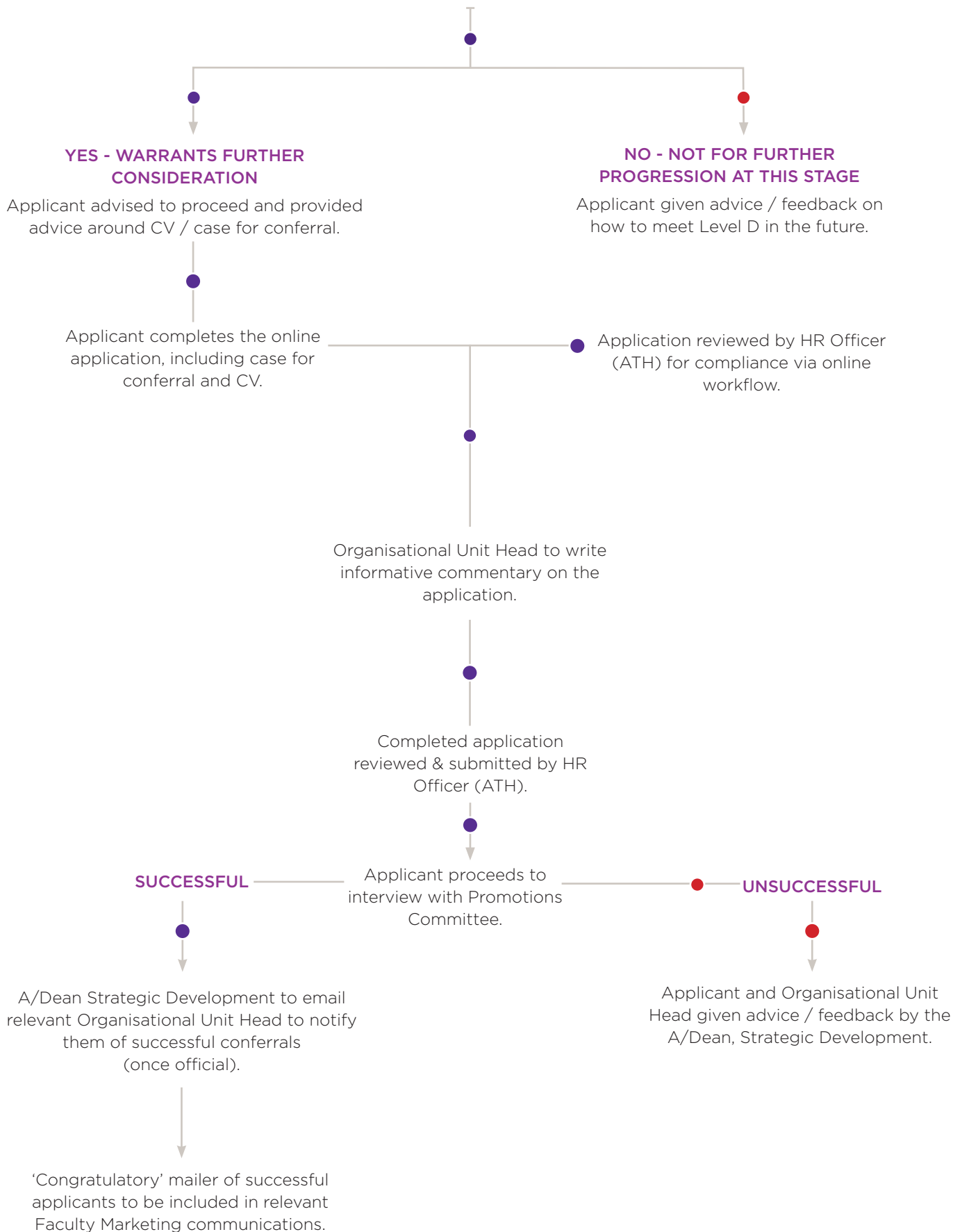
Level D - Associate Professor	
Postgraduate Level	12+ Years
Likely Applicant; Qualifications and Criteria for Appointment	<ul style="list-style-type: none"> <li>• Senior leadership role in a teaching hospital or GPs of equivalent standing</li> <li>• National prominence</li> <li>• Fellowship of professional college with/without post graduate degree at masters or doctoral level</li> <li>• Meets criteria in all categories recognising there may be higher achievement in some that compensates for lesser achievement in others</li> </ul>
1. Teaching	<ul style="list-style-type: none"> <li>• Evidence of recognition as an excellent clinical teacher and clinician</li> <li>• Play key roles in advancements in clinical education in their discipline, institution, or specialty College</li> </ul>
2. Research	<ul style="list-style-type: none"> <li>• Research that influences understanding of health and disease</li> <li>• Leadership role in research funding initiatives and publications in internationally recognised journals</li> <li>• Developed research collaborations locally and nationally</li> <li>• Enabling role in facilitating research</li> </ul>
3. Supervision & Researcher Development	<ul style="list-style-type: none"> <li>• Sustained track record of achievement in clinical and/or research supervision outcomes and demonstrates effective development of supervisee (fellow, basic or advanced trainee, other junior doctors or researchers) capabilities and skills, and shows leadership in facilitating their engagement opportunities</li> </ul>
4. Citizenship & Service	<ul style="list-style-type: none"> <li>• State and National recognition by way of committee membership and leadership roles</li> <li>• Key contributor to setting policies, guidelines and standards of care</li> </ul>

# Workflow Process – Medical School ATH Applications for Promotion to Level D



# Workflow Process – School of Biomedical Sciences, School of Public Health and Research Centre ATH Applications for Promotion to Level D

Applicant discusses intention to apply to Level D with their relevant direct report.



## ATH Academic Promotion: Academic Level E

The University has created two pathways for conferral to Professor for an ATH or eligible UQ clinical academic health professional appointees, including conjoint or seconded staff who hold a fractional appointment up to 0.3 FTE.

1. Apply for professorial promotion through the ATH clinical pathway, or
2. For those clinicians whose careers are more aligned with that of the traditional academic scholar, they will be able to apply through the [Promotion of Academic Staff - Procedure \[5.41.04\]](#).

An ATH or eligible fractional clinical academic wishing to apply for a professorial promotion must discuss their intention with their Organisational Unit Head and clarify which pathway is most appropriate for them prior to completing the application forms. If the applicant elects the traditional academic pathway for promotion they will need to comply with the requirements of the [Promotion of Academic Staff - Procedure \[5.41.04\]](#). If they elect the conferral of Professorial title through the clinical pathway, they will need to comply with the [Academic Titles for Health Professionals – Policy and Procedure \[5.20.05\]](#). Figure 2 provides an overview of both professorial promotion pathways.

In preparation for the meeting with their Head of Organisational Unit, applicants should review the above policies to assess which pathway best relates to their achievement. The flowchart overleaf provides an overview of the process for Level E promotions via the clinical pathway.

Once the applicant has registered their interest to apply for promotion to Professor, the application is reviewed by the Associate Dean, Strategic Development where it will be forwarded to the relevant Organisational Unit Head (and Head, Mayne Academy for Medical School applicants) for further development. Medical School applicants must also meet with the relevant Director, Clinical School and Dean, Medical School for a pre-submission meeting prior to submitting the final application.

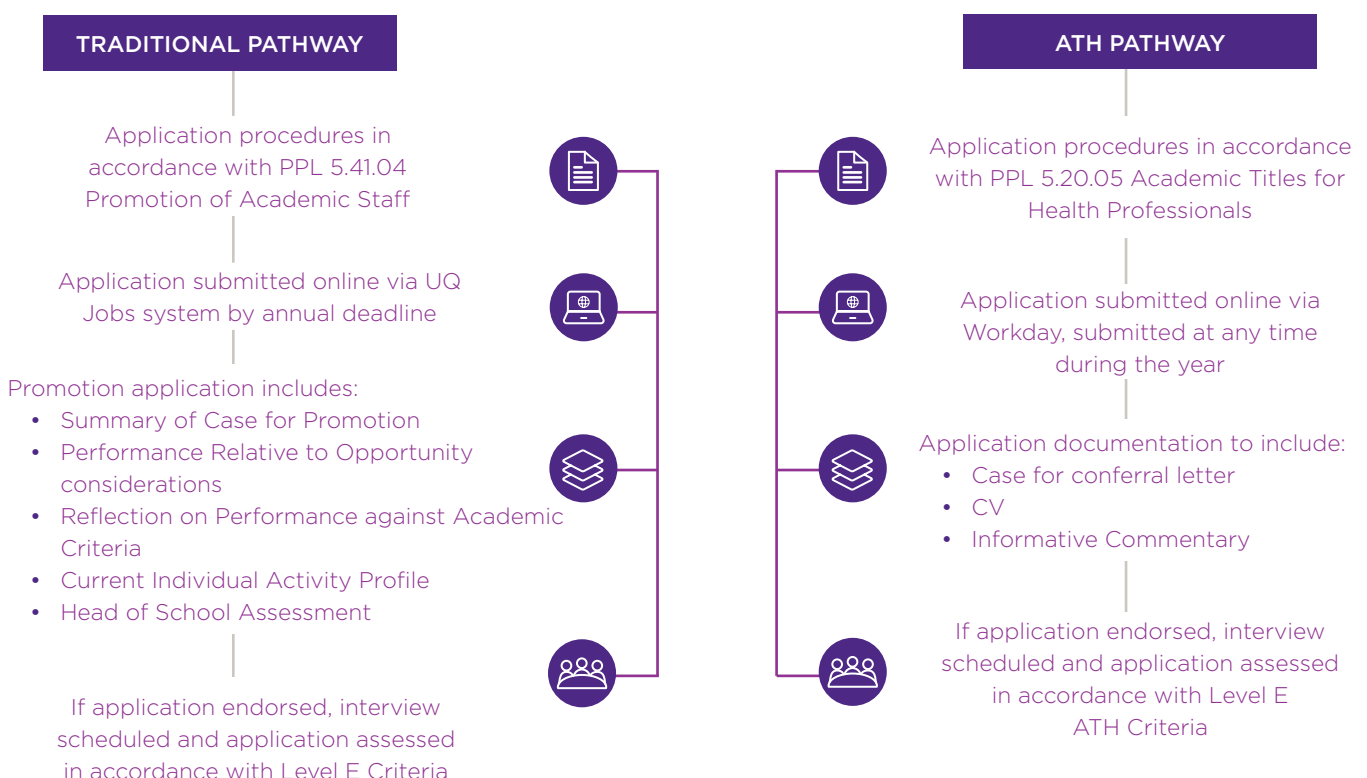
The final application for promotion to Level E will need to include:

- A case for conferral (4 pages) addressing the criteria and outlining the applicant's unique value and future strategic contribution to the University, their discipline and the community
- A Curriculum Vitae in a specific format
- An informative commentary provided by the Head of the relevant Organisational Unit and Mayne Academy Head, if appropriate.

Once the application is submitted the applicant will be required to attend an interview with a University Promotions Committee. As a general guide, the expected standards of Level E are outlined overleaf.

Applicants should refer to the '[Guidelines for Preparing the Case for Conferral to Professor for Academic Title Holders](#)' for further information and advice.

**Figure 2 - Promotion to Professor: Traditional vs ATH Pathway**



### Expectations of Level E - Professor

Professor will have a significant reputation for outstanding achievement in their professional area. They will make a commensurate contribution to the work and strategic advancement of the University and its students. In addition to the requirements at Level D, they are expected to demonstrate outstanding leadership in fostering or facilitating clinical excellence in the academic performance domains, recognising that there may be higher contributions in some domains that compensate for lesser achievements in other areas.

In the domain of **teaching**, they will have demonstrated exceptional and sustained performance in evidence-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.

In the domain of **research**, they 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.

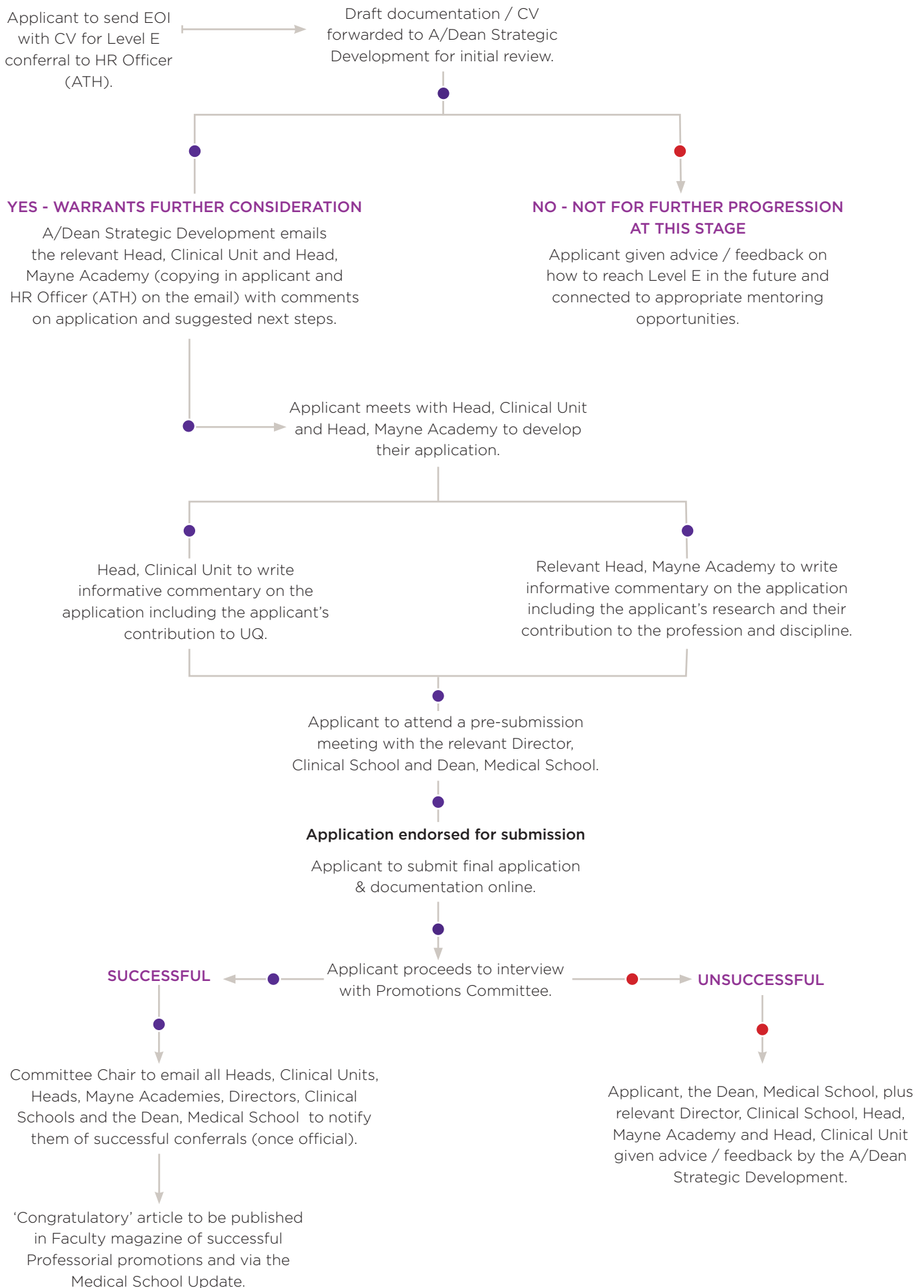
In the domain of **supervision and researcher development**, they will have an outstanding track record of supervising trainees to completion of specialty training, attracting fellows into advanced specialty training roles and/or supervision of higher degree by research students. They will lead the development of their supervisee’s skills and competencies, and future career opportunities.

In the domain of **citizenship and service** to their discipline, the University and the community, they will be recognised nationally or internationally. Consistently demonstrating the UQ Values and fostering these values in others, they 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.

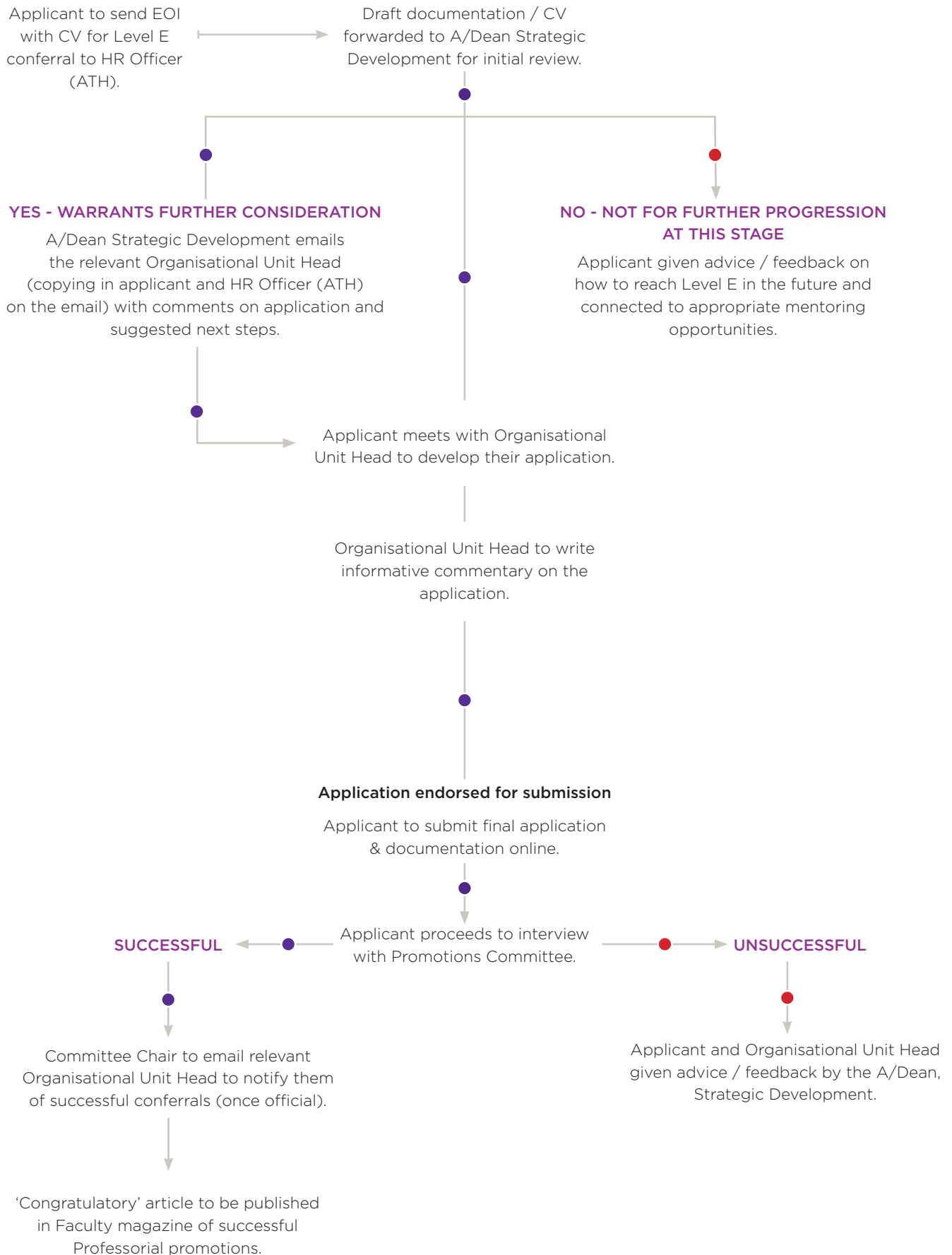
### ATH Assessment Criteria Guide for Health Professionals - Level E

Level E - Professor	
Postgraduate Level	17+ Years
Likely Applicant; Qualifications and Criteria for Appointment	<ul style="list-style-type: none"> <li>High level leadership role within a teaching hospital, or GPs of equivalent standing</li> <li>National and International prominence</li> <li>Fellowship of professional college with doctorate and/or evidence of outstanding impact, achievement and leadership</li> <li>Meets criteria in all categories recognising there may be higher achievement in some that compensates for lesser achievement in others</li> </ul>
1. Teaching	<ul style="list-style-type: none"> <li>Evidence of recognition as an excellent clinical teacher and clinician</li> <li>Led advancements in, and /or transformation of, education in their discipline, institution, or specialty College</li> </ul>
2. Research	<ul style="list-style-type: none"> <li>Research that is highly impactful and delivers advances in health and disease</li> <li>Led research funding initiatives and published in influential internationally recognised journals</li> <li>Developed collaborations with local, national and international partners</li> <li>Leader in developing impactful research</li> </ul>
3. Supervision & Researcher Development	<ul style="list-style-type: none"> <li>Outstanding track record of achievement in clinical and /or research supervision outcomes and demonstrates effective development of supervisee (fellow, basic or advanced trainee, other junior doctors, or researchers) capabilities and skills, and shows leadership in facilitating their engagement opportunities</li> </ul>
4. Citizenship & Service	<ul style="list-style-type: none"> <li>National and International recognition</li> <li>Thought leader in policy development and practice standards</li> <li>Leading contribution to key committees relevant to their profession</li> </ul>

# Workflow Process – Medical School ATH Applications for Promotion to Level E



# Workflow Process – School of Biomedical Sciences, School of Public Health and Research Centre ATH Applications for Promotion to Level E



# *Applicant Resources*



# Useful Links and Contacts

Faculty of Medicine Academic Title Holder website:

[medicine.uq.edu.au/alumni-and-community/academic-title-holders](http://medicine.uq.edu.au/alumni-and-community/academic-title-holders)

Applicant conferral guides:

Conferral to Associate Professor:

[medicine.uq.edu.au/files/97858/Guidelines\\_Preparing-the-Case-for-Conferral-to-Associate-Professor-for-ATH.pdf](http://medicine.uq.edu.au/files/97858/Guidelines_Preparing-the-Case-for-Conferral-to-Associate-Professor-for-ATH.pdf)

Conferral to Professor:

[medicine.uq.edu.au/files/24663/Guidelines\\_Preparing-the-Case-for-Conferral-to-Professor-for-ATH.pdf](http://medicine.uq.edu.au/files/24663/Guidelines_Preparing-the-Case-for-Conferral-to-Professor-for-ATH.pdf)

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# ATH Application & Promotion System Processes Guide

## Application submission process

UQ now utilises the HR platform 'Workday' to lodge applications for ATHs and to manage some elements of promotions. All applicants will be asked to complete a questionnaire, upload a copy of their current CV, their cover letter or case for conferral (when required), and a copy of their current AHPRA documentation. It is possible to save and revisit applications prior to final submission.

- A. Applicants without a UQ account should visit the [UQ Title Holder Opportunities](#) site to lodge an **'Academic Title Holder (Level X) - Faculty of Medicine'** application. They will be prompted to create an applicant account.
- B. Applicants with a current UQ account, will have an existing [Workday account](#) that they should log into with their UQ credentials, via dual authentication process, to submit an internal application. If an applicant does not know their staff login credentials, they can visit the UQ [ITS Support webpage](#) for troubleshooting assistance.

Once an internal applicant has accessed their workday account, they should use the **careers board** to apply for the ongoing open **'Academic Title Holder (Level X) - Faculty of Medicine'** opportunity. See the process steps listed below:

- Click on the **Menu** (top left corner)
- Click on **My Jobs Hub**
- Click on **Browse Jobs**
- You can reach the Academic Title posts via either the **Job Family** (Academic Title Holder) or the **Job Category** (Unpaid). Tick in box.
- It will bring up the list of continuous open Academic Title Holder Job Posts (Posts) for all levels under the Faculty of Medicine and the Faculty of Health and Behavioural Sciences
- Note that **Faculty of Medicine** Job Posts are generally the 5 posts toward the bottom of the page
- Look for and select the appropriate level Post, click on the heading link for the **'Academic Title Holder (Level X) - Faculty of Medicine'** and read through the information on the page. Start the application by clicking on the **APPLY** button located at the top of the Post.

Ways of accessing Workday with UQ credentials:

- A. Via the [My UQ](#) Dashboard - If Workday does not appear as an option in the dashboard scroll down to 'All apps' on the bottom left and Workday is the very last that will appear. Clicking on the star will save it to favourites for subsequent access.
- B. Via the UQ Workday website: [workday.uq.edu.au](http://workday.uq.edu.au)

## Enquiries:

Enquiries regarding the application process can be directed to:

**T:** +61 7 3346 6006

**E:** [med.academictitles@uq.edu.au](mailto:med.academictitles@uq.edu.au)

# What the ATH Conferral and Promotions Committee is looking for

## A well written and insightful 'Case for Conferral'

For academic progression to Level D (Associate Professor) and Level E (Professor) applicants are required to submit a 'case for conferral'. This is your opportunity to provide the committee an organised, well-balanced career summary that clearly demonstrates your case for promotion and potential for future achievement and contribution. For Level E applications the conferral case should be no more than 4 pages, for Level D applications it should be no more than 2-3 pages.

The conferral case needs to :

- Convey who you are as a clinical leader and contributor to UQ.
- It should be written as a narrative which articulates your plans, ambitions and aspirations in relation to The University of Queensland, your relevant health organisation and your professional discipline.
- Should bring together how components of your career can tell a compelling and logical account of your career trajectory, your achievements to date and the outcomes of your work.
- It must be authentic, evidenced-based, concise, self-reflective and influential.

## Evidence of impact



It is important that the panel (who will most likely not be experts in your field) understand how what you have achieved, in the specific context you work in, has made a positive difference. When addressing the criteria for academic performance, don't just list the positions you have held or the activities you have undertaken - it is important to articulate the quality and impact that such roles and activities have made. Refer to the 'Guide - Evidencing Achievement at UQ' table overleaf for examples as well as the [UQ Guidelines on Evidencing Academic Achievement](#).

## Important information to discuss



### Professional Reputation

Demonstrate significant reputation for achievement in your professional area based on innovation in evidenced-based clinical practice.



### Personal Qualities

Make clear what is important to you and convey your intrinsic values - the committee wants to see evidence of leadership and role modelling behaviours and are very interested in your future vision.



### Performance Relative to Opportunity

UQ takes this very seriously. You should address what you have achieved in light of any restrictions such as career interruptions, high clinical loads, lack of available opportunities etc.



### Clinical Education Outcomes

Discuss the outcomes of your teaching (address the success of those you have taught and trained). UQ recognises teaching across all layers of medical education, not just the teaching of its medical students. Contribution to specialist training programs can also demonstrate evidence of curriculum design and assessment.



### Research Impact

Demonstrate your impact in research through your collaborations that deliver advancements in health and improve understanding around better patient care. You should also discuss your role in mentoring in research training and how you foster an environment of research excellence.

## A well constructed CV



Your CV should complement the case for conferral and clearly demonstrate your professional standing, provide a meaningful summary of your experience that is aligned to a senior university title and clearly demonstrate the impact of your achievements. It should not be a list of every position you have held throughout your career nor a summary of job descriptions. Please see the CV template and examples provided for more guidance on constructing your CV.

# Guide - Evidencing Achievement at UQ

## Teaching Examples

### Level C - Senior Lecturer

### Level D - Associate Professor

### Level E - Professor

<b>Activity</b>	Teaching medical students curriculum in the clinical environment	<b>Activity</b>	Active role in developing course content and curriculum for medical students	<b>Activity</b>	Leadership role in curriculum design and assessment for medical students
<b>Quality</b>	<ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Peer review data</li> </ul>	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Student evaluation</li> <li>• Local level teaching awards</li> </ul>	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Course evaluation</li> <li>• Peer review data</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Students successfully able to acquire clinical skills informed by best-practice</li> <li>• Students understand how acquired learning fits into the contemporary health-care and clinical environments</li> <li>• Student outcomes</li> </ul>	<b>Impact</b>	<ul style="list-style-type: none"> <li>• Successful redesign of course</li> </ul>	<b>Impact</b>	<ul style="list-style-type: none"> <li>• Successful redesign of program</li> </ul>

<b>Activity</b>	Teaching of vocational trainees and junior doctors	<b>Activity</b>	Active role in curriculum and assessment for training programs and affiliated college	<b>Activity</b>	Leadership role in curriculum and assessment for training programs and affiliated college
<b>Quality</b>	<ul style="list-style-type: none"> <li>• Pass rates</li> </ul>	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Consistency in examinations and assessment</li> <li>• Examiner status (e.g. State level college representation on examiners panel)</li> </ul>	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Consistency in examinations and assessment</li> <li>• Examiner status (e.g. National level college representation on examiners panel)</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Outcomes of trainees</li> </ul>	<b>Impact</b>	<ul style="list-style-type: none"> <li>• Outcomes of trainees</li> <li>• Less variation across assessors</li> </ul>	<b>Impact</b>	<ul style="list-style-type: none"> <li>• Assessment redevelopment at National level - curriculum reflects contemporary best-practice</li> <li>• Setting national guidelines on practice</li> <li>• Professional practice development - facilitate training that influences practice to improve health outcomes</li> </ul>

<b>Activity</b>	Engaged in professional development of teaching practice	<b>Activity</b>	Significant contribution to improving teaching and learning practice and culture within local site	<b>Activity</b>	Leading the improvement of teaching and learning practice and culture at clinical site and across the medical program
<b>Quality</b>	<ul style="list-style-type: none"> <li>• Peer review feedback</li> <li>• Student evaluation data</li> <li>• Participation in well-regarded training and development programs</li> </ul>	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Participation of junior colleagues in workshops and systems to enhance teaching quality and foster teaching culture at the Clinical Unit level</li> <li>• Positive feedback from participants on workshops / programs facilitated</li> </ul>	<b>Quality</b>	<ul style="list-style-type: none"> <li>• Indicator data showing improvement in teaching and learning culture and practice across clinical unit operations</li> <li>• ATH attendance at teaching and learning development sessions run by candidate</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Teaching evaluation improving over time</li> <li>• Positive influence on teaching team practice and culture</li> </ul>	<b>Impact</b>	<ul style="list-style-type: none"> <li>• Developing a culture at the local level that champions teaching and learning</li> </ul>	<b>Impact</b>	<ul style="list-style-type: none"> <li>• Growth in positive engagement with professional development activities by ATHs in the clinical unit</li> <li>• Lead the design and implementation of activities focused on teaching and learning quality improvement across the program and clinical sites</li> </ul>