
March 2007
Report of the
Working Party on Diversity of Academic Roles

The Working Party was established in July 2006 to address issues arising from a perceived need to consider whether the teaching roles of academic staff were adequately recognised and rewarded, and whether there was scope to consider a role for teaching-focussed academic appointments within the University.

Terms of Reference

1. To examine whether the current appointment and promotion arrangements allow for the required range of academic roles within the University of Queensland, particularly in relation to roles largely focused on teaching and learning.

2. To examine whether excellence and leadership in teaching and learning are adequately recognised in the current appointment and promotion policies.

3. To examine whether alternative mechanisms need to be introduced for the appointment and promotion of staff in academic roles where the focus is substantially on teaching and learning, or whether the current systems can be adjusted to recognise the full range of academic roles, right through from a focus on research to a focus on excellence and leadership in teaching and learning.

Membership of the Working Party

Professor Alan Rix (Chair)  PVC (Ipswich)
Professor Helen Chenery  Director of Studies, Faculty of Health Sciences
Mr Denis Feeney  Director, HR Division
Professor Cindy Gallois  Acting Executive Dean, SBS
Professor Susan Hamilton  Deputy President (Academic Board)
Professor Michael Keniger  DVC (Academic)
Professor Jim Litster  Head, School of Engineering
Professor Nick Shaw  Head, School of Pharmacy
Professor Deborah Terry  Executive Dean, Faculty of Social and Behavioural Sciences
Mr Mark Martin  Human Resources Division, Secretary

Professor Terry was originally appointed as chair of the working party but, due to her taking some leave, the chair was taken by Professor Rix, and Professor Gallois stood in for her on the Working Party for a short period.
List of recommendations

1. that the University should move to introduce full academic positions focussing on teaching and teaching-related scholarship.

2. that, in future, all academic positions will have their mix of duties specified in their offer of appointment, and reaffirmed/reviewed in the annual performance appraisal.

3. that the confirmation and promotions process for all types of academic staff (teaching-focussed, T&R and research-focussed) should be the same. The process would take account of the different weights allocated to teaching, research and engagement duties within the position, and performance would be judged accordingly. It would be acknowledged that the diversity of roles which an individual academic may perform may vary over the course of their career.

4. that, because teaching-focussed staff will be treated as part of the cohort of academic staff, they be appointed under one of the same types of appointments as are now available to T&R staff: that is, as a fixed term appointment under an AWA or the enterprise agreement; under an AWA which sets alternative conditions for staff already on a continuing appointment; or as a continuing appointment under an AWA or the agreement. It would be up to the employing Faculty and School to decide how it wishes to engage such staff, although provisions for confirmation and promotion will be necessary where appropriate.

5. that teaching-focussed positions which concentrate on professional practice (which would include clinical practice) also be recognised as appropriate academic appointments at UQ, provided that the appropriate standards of scholarship and engagement are demonstrated.

6. that workloads associated with teaching-focussed appointments be managed by schools. Importantly, teaching-focussed appointments will be expected to engage in scholarship and engagement as part of their duties, which should be reflected in workloads.

7. that, in the transition to the new structure of academic appointments, new teaching-focussed appointments be able to be advertised, and that some existing academic staff (who wish to do so and meet the criteria) be approved to move to a teaching-focussed set of duties under their current contract. Such “transition” approvals would be by the Executive Dean, on the recommendation of the head of school, with a full justification of how the staff member is expected to be able to meet the strict criteria for a teaching-focussed appointment. These “transition” approvals are to be reported to the DVC (Academic) and the senior executive responsible for academic employee relations. Such transitions will not be available as a means of re-assigning the duties of staff who might otherwise not be performing adequately.
Preamble

The University of Queensland is a research-intensive university, and prides itself on both its achievements in research when compared nationally and internationally, and the quality of its staff. The establishment of several research institutes in recent years, and the growth in the number of research staff in the University, is evidence of the commitment of the institution to high-quality research outcomes.

At the same time, the University is one of the nation’s top performing institutions in teaching excellence, and has won the largest number of national teaching awards of any Australian university. It gained a significant allocation from the National Learning and Teaching Performance Fund in 2006. UQ was the first university to establish its own teaching excellence awards in 1988, and most recently has been successful in winning a series of major awards from the Carrick Institute.

The vision of the University is therefore to seek excellence in teaching and research and, more recently, community engagement.

This vision will depend on the success of the University in pursuing its goals, notably through the efforts of its staff, both academic and general. Traditionally, academic staff of the University have been employed as “teaching and research academics”, whose duties have been expected to include teaching, research and service, although alongside this group has developed a large group of “research-only” staff, along with numbers of casual teaching staff, employed usually on a sessional basis.

Staff demographic trends, however, point to significant levels of retirements of “baby boomer” staff over the next decade, and the likelihood of strong competition internationally for new academic staff to replace them. The University will need to remain competitive as an employer, not just in terms of remuneration, but also in terms of conditions of employment, including the way in which we employ staff. The new HEWRRs regime provides greater flexibility in the mode and mix of employment, and the types of employment arrangements available, including Australian Workplace Agreements.

The task of considering how we might better recognise and reward excellence in teaching, including the way in which excellent teaching staff are employed, presents some major challenges to the University. The potential establishment of academic positions focused primarily on the teaching enterprise would constitute a significant departure from current practice: even though good teaching is recognised and (to some extent) rewarded at present, teaching appointments are not part of current UQ employment arrangements, nor factored into personnel planning or staffing in Schools.

At the same time, practice in other Australian universities, and at many overseas institutions, suggests that teaching-focussed academic appointments are commonplace, and an important part of staffing structures. The Working Party sought information on good practice elsewhere, and sought advice and comment from around UQ on how this issue should be considered.
Background

This working party was established to consider how to recognise and reward teaching excellence in staff, and how to respond to requests to consider the appointment of staff focussed primarily on teaching. Apart from the more general considerations discussed above, there were a number of more immediate issues that prompted this consideration:

- the most recent success of the University in gaining Carrick Institute grants for furthering teaching and learning
- the review of the Teaching and Education Development Institute (TEDI)
- appointments for teaching-focussed staff being considered by a number of schools
- the introduction of the “ResTeach” Scheme has focussed attention on the fact that previously “research-only” positions are incorporating some teaching duties
- the Working Party on Performance Appraisal and setting of performance expectations for academic staff
- the review of the appointments and promotions process of the Academic Board
- discussions about the forthcoming Research Quality Framework exercise, and its implications for the University
- the passing of the Work Choices legislation and the renegotiation of the University enterprise agreement for academic staff. These have led to a wider range of options for the University in how it employs academic staff.

The confluence of these issues suggested that we needed greater clarity on how the University weight s and assesses teaching excellence in its confirmation and promotion processes, and that a clear University policy on teaching-focussed appointments was required.

What is an “academic”?

At UQ it has been traditional to regard academic staff as needing to undertake both teaching and research, and for a notional 40:40:20 split of duties between teaching, research and service. The Minimum Standards for Academic Levels, general guidelines on which the classification of academic positions is based, indicate that academic staff conduct teaching and research, but also make it clear that responsibilities may vary depending on the specific requirements of institutions.

At the same time, when seeking confirmation or promotion, staff can nominate their split of duties for weighting in assessment, and can vary the 40:40:20 slightly. We are also aware from research data that there are academic staff in the University who, in fact, conduct little research, or at least record little in the way of research performance. University workload policies allow for limited research activity to be compensated for by the allocation of greater teaching responsibilities.

Evidence of this variety of roles and skills within the staffing profile was indicated in the following email received from a head of school:
I have a 'portfolio perspective' on what staff in my School do. Thus, people range from outstanding research-focused (with little teaching) to outstanding teaching-focused (with little research). Thus, a 'one fits all' appraisal system doesn't work all that well at the extremes. Some of my teaching-focused staff have already spotted this and two of them have, voluntarily, approached me seeking contracts that recognise them formally as teaching-focused. I have another outstanding teacher that we currently employ on a casual basis who would like such a contract.

The Working Party considers that the defining characteristic of a UQ academic at any level should be their commitment to scholarship. Scholarship is defined as “teaching, discovery, integration, application, and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer reviewed”.\(^1\) Scholarship can be demonstrated in three areas that are all central to the activities of a UQ academic. These three areas are teaching, research and service (or “engagement”, as it is frequently called these days).

The term “service” has been extended with use of the term “engagement”. Service, in and of itself, has a rather outdated notion of serving in a unilateral way – that is, individual academic staff provide service to the University or the community. UQ embraces the notion of engaging with the School, the faculty, the wider University, our professions and disciplines, various industries or the community as a whole in a collaborative, bilateral enterprise. Any one or combination of these activities can be termed “service/engagement”.

A UQ academic is not a static individual. Nor are their activities in research, teaching and engagement clearly separated from each other. Rather the borders between research, teaching and engagement are “fuzzy” and the proportion of time and energy an academic devotes to these activities can change over time. For example, teaching may comprise a larger proportion of a more early-career academic, which over time lessens and is replaced by a greater research and/or engagement role.

Therefore, the Working Party feels that the essential criterion for academic appointment and promotion at UQ should be evidence of strong scholarship in the areas of research, teaching and engagement.

**Teaching-focused academic appointments**

The Working Party has also concluded that, given this view of the role of an academic, the University should establish academic positions with a focus on teaching. There appears to be a need across faculties for a number of specialised academic positions which have a teaching and learning focus. There are likely to be clear benefits to both the individual and the institution in this change to current practice.

\(^1\) Commission on Community-Engaged Scholarship in the Health Professions: Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions, 2005.
Recommendation 1:
_that the University should move to introduce full academic positions focussing on teaching and teaching-related scholarship._

In making this recommendation, the Working Party expects, however, that:

- the number of teaching-focussed positions in any one school would not be large. The T&R academic appointment would remain the norm for UQ academic appointments
- the qualifications, criteria and duty statement for such positions would focus on teaching practice and teaching-related scholarship. They would expect and require a high standard of qualifications and performance – these are _not_ regarded by the Working Party as second-class positions within the academic staffing structure of the institution
- these positions would be available at Level A through to Level E, with the performance criteria varied accordingly, but the preferred entry point is at Level B
- these positions would be available for those staff teaching in relevant professional practice areas, provided that they meet the criteria
- these positions are not a solution for dealing with those staff who are not performing well in a T&R position – poorly performing staff need to be appropriately performance-managed and decisions made accordingly
- these positions would normally require some background in teaching
- these positions would, as with T&R appointments, require appropriate performance management and appraisal
- a staff member who continues to perform well in a teaching-focussed position would normally be expected to maintain close contact and engagement with the discipline, and to be abreast of key advances in disciplinary knowledge
- we do not believe that teaching-focussed positions should be given a separate title (such as “teaching fellow”). These will be full academic positions contributing to the academic enterprise, and should be accorded the appropriate respect and status.

Recommendation 2:
_that, in future, all academic positions will have their mix of duties specified in their offer of appointment, and reaffirmed/reviewed in the annual performance appraisal_

At the same time:

- we would not wish to see a lot of different mixes of duties
- we are particularly cognisant of the fact that the focus of a staff member’s position might change over the course of their career, and this “mix of duties” could vary subject to discussion with and approval from the head of school. The “mix of duties” approach to academic positions could cater for such changes during a staff member’s career and ensure that the skills of the staff member remain relevant to the University.
The duties of a teaching-focussed appointment, therefore, would involve a predominant focus on (a) teaching and associated activities, including lecturing, group or individual tutoring, preparation of teaching materials, supervision of students (including higher degree research and honours students where appropriate), marking, professional/clinical practice, and preparation for the foregoing activities, and (b) scholarship related to teaching (including maintaining currency in the discipline, developing skills in all aspects of teaching practice, continuous improvement of curricula, teaching resources and teaching approaches, and dissemination of teaching practice within the discipline). The balance of duties would involve (c) service/engagement with the discipline/profession. For appointment at Level C and above, leadership in these areas would be expected.

The “mix of duties” agreed with the head/supervisor may result in the teaching-focussed appointment changing over time to a T&R appointment, if the relevant criteria can be met.

Recommendation 3:
that the confirmation and promotions process for all types of academic staff (teaching-focussed, T&R and research-focussed) should be the same. The process would take account of the different weights allocated to teaching, research and engagement duties within the position, and performance would be judged accordingly. It would be acknowledged that the diversity of roles which an individual academic pay perform may vary over the course of their career.

Teaching-focussed and research-focussed positions should, together with T&R positions, be assessed through the same appointments and promotions process. Once criteria for the different positions are clear, there is no need for separate processes. Since all positions will involve a mix of teaching, research or scholarship, and engagement, a single process will be sufficient.

Teaching criteria already exist for the Appointments and Promotion process. We have considered other relevant criteria (see Table 1 below) which can “map onto” or replace the existing criteria.

Criteria relating to engagement have also been considered, as this is seen as an important part of the duties of some academic staff, notably some teaching-focussed staff and those with clinical and professional duties (see Table 1). It is not considered appropriate to have “engagement-focussed” positions or to recognise increased service/engagement responsibilities within standard T&R appointments.

However, in teaching-focussed appointments, teaching leadership is identified as one of the four areas of teaching and learning that might be used to demonstrate achievement in this domain (in line with the criteria used by Leeds University). In the further development of the UQ criteria for advancement in teaching-focussed appointments, it is proposed that outstanding levels of commitment to, and demonstrable achievement in, teaching leadership be clearly identified as one way in which a convincing case for advancement in a teaching-focussed appointment might be made, especially at more senior levels.
It is clear that there are a relatively small number of teaching leadership roles which are becoming increasingly important in terms of the University’s capacity to meet its strategic goals, but which are difficult to acknowledge and reward under the current appointment and promotion guidelines. As a consequence of the introduction of teaching-focussed academic appointments, we should be able to acknowledge achievement in teaching leadership roles (and indeed attract staff in the future to such roles) if this domain is included as one of the key areas in which performance in teaching-focussed appointments is assessed.

**Recommendation 4**

*that, because teaching-focussed staff will be treated as part of the cohort of academic staff, they be appointed under one of the same types of appointments as are now available to T&R staff: that is, as a fixed term appointment under an AWA or the enterprise agreement; under an AWA which sets alternative conditions for staff already on a continuing appointment; or as a continuing appointment under an AWA or the agreement. It would be up to the employing Faculty and School to decide how it wishes to engage such staff, although provisions for confirmation and promotion will be necessary where appropriate.*

With changes in 2006 to industrial legislation and the Enterprise Agreement for academic staff, the University now has more flexibility in the types of employment it can offer staff. The University offers new staff employment (as continuing or fixed-term) either under the enterprise agreement or under an AWA. The latter is an agreement that sets out conditions of employment, for up to 5 years, after which further agreements can be entered into. Teaching-focussed appointments can be made available under either arrangement, just as research-focussed appointments can be. It is also possible for existing continuing appointments which commenced under the enterprise agreement to have their conditions and duties (such as being teaching-focussed) changed through the use of an AWA.

At the same time, whatever employment arrangement is used, performance appraisal and performance management of staff is essential. Proposed new approaches to performance management are being considered at present, and new policies are in preparation. These would set clear performance expectations for staff and require an annual appraisal. The introduction of teaching-focussed appointments would easily be able to fit into this proposed performance management process.

Ultimately, it should be for faculties and schools to decide how they wish to make new teaching-focussed appointments, as indeed is the case with T&R appointments. Some schools may only wish to see teaching-focussed appointments made as a fixed-term contract, while others may perceive a continuing need for a teaching-focussed contribution in areas of their curriculum, and wish to make that opportunity available to the appropriate staff who meet the criteria.

The main point is that teaching-focussed staff will be considered mainstream academic staff with a particular set of duties in teaching and teaching-related scholarship. Their value to the University would be reflected in the fact that an
appointment of this type is being made. In addition, teaching-focussed appointments, under whatever employment arrangement, will have access to opportunities to apply for promotion, and will be considered in terms of the criteria applying to teaching-focussed appointments. Similarly, processes for confirmation (if relevant to their particular position) will be similar to those for T&R appointments under the same employment arrangements.

Teaching-focussed staff will be eligible to apply for a Special Studies Program, subject to meeting the standard conditions for SSP applications.

**Recommendation 5**

That teaching-focussed positions which concentrate on professional practice (which would include clinical practice) also be recognised as appropriate academic appointments at UQ, provided that the appropriate standards of scholarship and engagement are demonstrated.

The Working Party had a number of submissions which pointed to the importance of clinical and professional practice as part of the teaching enterprise within the University. The Working Party accepted these arguments, and has developed criteria for assessment of such positions, which are discussed below (also see Table 1).

In conjunction with the standard academic criteria for research, education and engagement, academic staff may also refer to activities related to professional practice which incorporates research, education and/or engagement with or in

- a clinical environment (e.g., in health or veterinary clinics),
- an industry site or partner (e.g., a school, an engineering or architectural practice),
- a professional community (e.g., a registration board or professional association).

Effective professional practice may be evidenced by the following criteria:

- a high degree of knowledge about professional procedures and the ability to effectively educate in the area of professional practice. Formal evidence of effectiveness in professional education would be required (e.g., survey data from students)
- evidence of involvement in continuing professional education
- demonstration of clinical or professional scholarship which may include reference to refereed case reports and/or case reviews, editorial responsibilities for professional books and journals, and letters or contributions to refereed professional journals
- evidence of scholarship may also include personal contributions to professional practice, for example through innovations in applied or industry-relevant techniques, the nature of which would be disseminated to the discipline through appropriate fora
scholarship may also include the possession of specialist professional qualifications, such as membership and fellowship of professional bodies achieved by examination

- professional engagement and practice may be demonstrated by involvement in the activities of professional associations, colleges or registration boards and leadership in industry-based administration (e.g., in hospitals)
- effective management of a professional case/work-load should be apparent
- other evidence may include external consultative activities, such as provision of specialist advice to other practitioners, or provision of technical advice/assistance in legal cases.

**Recommendation 6**

that workloads associated with teaching-focussed appointments be managed by schools. Importantly, teaching-focussed appointments will be expected to engage in scholarship and engagement as part of their duties, which should be reflected in workloads.

It may be tempting for teaching-focussed positions to be used only as classroom teachers. This would be inappropriate, and counter to the policy being proposed in this report. The benefits to schools of these teaching-focussed positions will derive not only from their contribution to teaching, but also from their scholarship and the advancement of teaching practice in the discipline. This can only be achieved by the staff member having appropriate time to devote to such scholarship.

Academic teaching-focussed staff will not be staff who simply teach classes and undertake assessment; they will be expected to contribute to the knowledge and practice of teaching in their discipline. If a position is envisaged only for teaching activities, without the expectation that scholarship related to teaching will be part of the duties of the position, such appointments should be made as sessional or casual staff.

Fractional appointments would be possible under teaching-focussed positions.

**The criteria for teaching-focussed academic positions**

The Working Party examined the situation at some other universities where there are teaching-focussed appointments. In all cases there was clearly an expectation of high quality in teaching performance and scholarship. The example of Leeds University is a good one, where high-quality performance is required in at least three of the four areas of classroom practice, pedagogic developments, scholarly/pedagogic publications, and academic leadership.

The Working Party has developed illustrative profiles for each academic level that indicate the quality teaching and scholarship expected of these positions. In keeping with the high standards of performance expected of academic staff at the University of Queensland, expectations for teaching-focussed appointments will also be high. These expectations will be developed around such broad elements as:
• a record of outstanding teaching
• innovation in curriculum design and development
• a record of scholarship in teaching, including scholarly publication where appropriate
• where relevant, contribution to teaching in professional practice areas
• leadership in the teaching domain, both within the institution and more broadly within the sector.

Further details of these profiles are set out below in Table 1.

**Interim arrangements**

The issues for the University in moving to this new policy need to be addressed. It is clear that, across the University, there are areas in which there are expectations that existing T&R staff can be moved across to so-called “teaching-only” jobs and away from research duties. This has been spurred, to some extent, by the proposed RQF and the question of which staff are to be submitted for assessment under that exercise.

The establishment of a policy to create teaching-focussed appointments is not designed to deal with staff who are not performing at an appropriate level. This issue will remain one for the University’s performance management processes.

At the same time, it is also clear that a number of heads of school have identified staff who might fit the strict criteria for teaching-focussed appointments, and wish to allow those staff to change their duties should they wish to do so.

The Working Party therefore proposes that the opportunity be provided to heads to identify staff who might be willing and able to contribute through a teaching-focussed appointment. This would be done through an adjustment of the duties under their current contract – a new contract is not required – or under an AWA setting out new conditions for their current appointment. The key question for the head of school, however, is: will the staff member fit the criteria set out in Table 1 for performance expectations and assessment of the teaching-focussed appointment? If they seek promotion and/or confirmation at a later date, will they be able to be assessed positively and could they be expected to meet the criteria?

If incorrect choices are made now, future performance problems are likely to arise. The individual staff member will therefore need to understand fully what is expected of them in the new role: it is not just additional teaching duties in place of research duties. If their record to date does not indicate that they will succeed as teaching-focussed appointments, they should not have their duties adjusted.

Any change to duties of staff members to become “teaching-focussed appointments” must be approved by the Executive Dean and reported to the DVC (Academic) and the senior executive responsible for academic employee relations.

It is not expected that there will be many existing staff in this category in each school who would meet the criteria sufficiently well to move to a teaching-focussed appointment. It is expected that, in the future, most teaching-focussed appointments will be new positions, with the strict criteria made clear in the position descriptions,
and appointed as proposed in Recommendation 4. Any appointments at Level E will also need to go through the normal Senate-approval processes.

**Recommendation 7**

*That, in the transition to the new structure of academic appointments, new teaching-focussed appointments be able to be advertised, and that some existing academic staff (who wish to do so and meet the criteria) be approved to move to a teaching-focussed set of duties under their current contract. Such “transition” approvals would be by the Executive Dean, on the recommendation of the head of school, with a full justification of how the staff member is expected to be able to meet the strict criteria for a teaching-focussed appointment. These “transition” approvals are to be reported to the DVC (Academic) and the senior executive responsible for academic employee relations. Such transitions will not be available as a means of re-assigning the duties of staff who might otherwise not be performing adequately.*

In that context, it will be necessary to develop conditions that can be inserted in existing contracts, or new contracts, for staff who take up teaching-focussed positions. The Working Party has considered the following wording, and feels that it would be an appropriate template to be used in contracts for teaching-focussed positions:

**CONTRACTUAL CONDITIONS**

*This appointment is to perform teaching-focussed functions and the appointment expires on the date specified under Placement Details.*

**Duties and Responsibilities**

*You must work in accordance with the current duty statement for your position and subject to the direction of your Head of Organisation Unit and Executive Dean.*

You will undertake the following combination of duties applicable to a teaching-focussed appointment: a predominant focus on (a) teaching and associated activities including lecturing, group or individual tutoring, preparation of teaching materials, supervision of students (including higher degree research and honours students where appropriate), marking, professional/clinical practice, and preparation for the foregoing activities, and (b) scholarship related to teaching (including maintaining currency in the discipline, developing skills in all aspects of teaching practice, continuous improvement of curricula, teaching resources and teaching approaches, and dissemination of teaching practice within the discipline); in addition to (c) service/engagement with the discipline/profession. For appointment at Level C and above, leadership in these areas will be expected.

*Paid consultative and related outside work may be permitted under conditions determined from time to time by Senate.*
Implementation of this report

This report will precede the report of the working party examining the Appointments and Promotions process, but will be passed onto that working party, and will hopefully assist its deliberations.

This report has been presented to the Vice-Chancellor’s Executive and the Committee of Executive Deans for consideration, and has been approved in principle for implementation. It will be tabled at Academic Board in early 2007, and then considered by Senate for approval of the new policy on teaching-focussed appointments. It will also be reported to the Academic Staff Consultative Committee.

Full implementation of the recommendations will be informed by the report of the working party on Appointments and Promotions, so that there is consistency across the appointments, confirmation and promotions processes of the University in the future.

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List of submissions received

Professor Peter Brooks
Associate Professor Caroline Crosthwaite
Associate Professor Llewellyn Davies
Professor John de Jersey
Professor Ken Donald
Professor Richard Fotheringham
Associate Professor Robyn Gillies
Professor Mark Gould, on behalf of the Appointments and Promotions Committee
Dr Mark Hohenhaus
Mr Alan Holzl, TEDI
Professor David Kavanagh, for the Research Academic Promotion Committee
Dr Vaughan Kippers
Professor Christina Lee
NTEU UQ Branch
School of Physiotherapy Academic Staff
Dr Owen Seamons
Ms Ann Stewart, Director, Equity Office
Professor Roger Swift
TEDI
Professor Debbie Terry
Associate Professor J.R. Tresilian
School of Veterinary Science
Professor Ian Zimmer
Table 1  
Illustrative profiles for teaching-focused academic staff

Preface: These profiles are designed to show the types of roles and activities expected of teaching-focused staff. This table is not designed to provide the criteria for promotion and confirmation. Such criteria need to be developed separately by the relevant committee(s).

Furthermore, there is a range of interrelated activities that contribute to our definition and measurement of the teaching endeavour which includes teaching performance, evidence of a scholarly approach to teaching, contribution to the scholarship of teaching, pedagogical research, leadership in teaching and learning and engagement with the wider education community. The box in which different elements of each sits is a matter of judgement. For example, some elements of the scholarship of teaching will be appropriately judged by the same criteria and standards as for any discipline-based research (in this case the discipline of pedagogy). Other elements might be judged by different criteria which would not normally be cited as evidence in the research area – invitations to run workshops on practice, extensive uptake of a new model of teaching, dissemination in local publications which reach a wide target audience etc. Similarly, evidence of leadership in teaching and learning may overlap with engagement, where that leadership is seen to reach beyond the University. Eventually the portfolio will be evaluated holistically across the continuum of nominated activities.

Level A teaching-focused positions will also be available, although the preferred entry point for new appointments will be at Level B. The profile of a Level A teaching-focused appointment might include qualifications in a Graduate Certificate of Education, relevant masters or PhD, and/or an appropriate professional qualification, standing or experience. Responsibilities would include teaching in a range of settings, and development of a range of teaching practice and skills, to enhance scholarship of teaching. Responsibilities would not extend to course coordination or extensive curriculum development, engagement and professional contribution through clinical or practicum teaching would be essential.

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<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
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<td>Qualifications and/or professional standing</td>
<td>PhD or professional qualification (eg. Fellowship by examination) or standing in relevant discipline; or is undertaking training for this postgraduate qualification as part of the appointment</td>
<td>PhD or professional qualification (eg. Fellowship by examination) or standing in relevant discipline</td>
<td>As for level C</td>
<td>As for level C</td>
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<td>Teaching</td>
<td>A developing profile in teaching and a scholarly approach to teaching as evidenced by:</td>
<td>Strong teaching practice evidenced by: ● teaching in a range of different settings (1st year</td>
<td>A sustained record of excellence in teaching practice at all levels as evidenced by:</td>
<td>A distinguished record of scholarly teaching at all levels as evidenced by:</td>
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- participating in team teaching within an established program with appropriate mentoring
- gaining experience in teaching in a variety of settings (small and large group, clinical, lab, field, research supervision as appropriate)
- developing skills in all aspects of teaching practice, with appropriate mentoring, including:
  - curriculum design,
  - development of learning materials
  - analysis of learning needs of students
  - identification of appropriate approaches to teaching
  - development of formative and summative assessment appropriately linked to learning goals
- seeking ways to improve practice by obtaining and analyzing feedback
- embedding reflective practice within all aspects of teaching.
- maintaining currency with the latest ideas in the discipline
- being informed on current to PG; large and small group, different learning environments)
- consistently strong teaching evaluations (some in upper quartile, none in lower quartile); other evidence of positive student feedback and peer review
- reflection, review and continuous improvement of curricula, teaching resources and teaching approaches;
- application to teaching practice of new ideas in the discipline and new ideas about teaching in the discipline
- Breadth and depth of teaching portfolio,
- consistently strong teaching evaluations (many in upper quartile, none in lower quartile), positive student feedback, student success, peer review,
- recognition through awards and prizes
- demonstrable impact on student learning in and attitude towards the discipline over a sustained period
- demonstrable impact on success of graduates over a sustained period
- recognition through awards and prizes
- substantial role in mentoring and supporting the development of teaching skills of more junior staff.
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<th>Scholarship of teaching</th>
<th>A developing profile in the scholarship of teaching as evidenced by:</th>
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<td>● Participation in the communication and dissemination of teaching practice within the discipline</td>
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<td>● Participation in research on how students learn in the discipline</td>
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<td>● Engagement in subject, professional and pedagogy research as required to support teaching activities</td>
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<td>● Identification of sources of funding to support individual or collaborative projects relating to teaching practice in the discipline</td>
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<tr>
<td></td>
<td>● Attendance at conferences related to teaching and learning</td>
</tr>
<tr>
<td>A strong record in the scholarship of teaching as evidenced by:</td>
<td>As for Level C in addition to:</td>
</tr>
<tr>
<td></td>
<td>● Demonstrated institutional impact through curriculum development at the discipline or interdisciplinary level;</td>
</tr>
<tr>
<td></td>
<td>● Presentations on teaching and learning at local and national conferences</td>
</tr>
<tr>
<td></td>
<td>● Success in attracting funding to undertake projects related to teaching practice in the discipline</td>
</tr>
<tr>
<td>A distinguished record of scholarship of teaching as evidenced by:</td>
<td>● recognition as an eminent international authority for scholarship of teaching, as reflected in:</td>
</tr>
<tr>
<td></td>
<td>● high quality scholarly publications in international education journals</td>
</tr>
<tr>
<td></td>
<td>● invitations to present keynote addresses &amp; workshops at relevant national and international conferences</td>
</tr>
<tr>
<td></td>
<td>● externally funded teaching and/or curriculum projects</td>
</tr>
<tr>
<td></td>
<td>● teaching fellowships</td>
</tr>
<tr>
<td></td>
<td>● evidence of text books or innovative teaching materials that are used elsewhere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership in teaching and learning</th>
<th>Demonstration of potential for leadership in teaching and learning as evidenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A developing leadership role in teaching and learning as evidenced by:</td>
<td>A significant leadership role in teaching and learning as evidenced by:</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A national and international leadership profile in teaching and learning as evidenced by:</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>A developing contribution as evidenced by:</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>● Participation in some outreach activities related to teaching and learning, eg schools outreach, first year orientation, academic advising.</td>
</tr>
<tr>
<td>Professional practice</td>
<td>A developing contribution to professional practice as evidenced by:</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>● participation in a variety of clinical or professional practice teaching responsibilities at the undergraduate and postgraduate levels; ● a major role in professional activities, including clinical consultations and referrals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>An effective contribution to professional practice as evidenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● development of consultancies in specialty areas</td>
</tr>
<tr>
<td>● high level responsibilities in professional associations and within their specialty.</td>
</tr>
<tr>
<td>● award of a Fellowship in a specialty area (also relevant to scholarship in teaching and learning)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A substantial contribution to professional practice as evidenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As for C plus</td>
</tr>
<tr>
<td>● local leadership in professional practice teaching, particularly in program development.</td>
</tr>
<tr>
<td>● leadership in professional scholarship and practice</td>
</tr>
<tr>
<td>● a high level of involvement in professional activities at national and international levels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A distinguished contribution to professional practice as evidenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● prestigious awards from professional bodies</td>
</tr>
<tr>
<td>● leadership of professional bodies</td>
</tr>
<tr>
<td>● contribution to the review and development of national and international professional practice standards</td>
</tr>
<tr>
<td>● membership of peak bodies and committees advising government on professional practice standards</td>
</tr>
</tbody>
</table>