



BUILDING A CASE FOR PROMOTION:

Guide for Teaching Academics on addressing teaching and learning criteria

The academic promotion process provides you with an opportunity to demonstrate how you have gained the experience and expertise required for a higher academic level. For Teaching Academics it is important that you refer to the [Teaching Academic Standards of Performance](#), which outline the performance expectations for each level. As the focus of your application will be on your contribution to teaching and learning (a smaller weighting should be made to your contribution to engagement, and if desired, your contribution to research), you are also encouraged to refer to the [Quality teaching framework for teaching excellence at UniSA](#). The two documents interrelate as the framework details the five criteria that contribute to the high quality teaching expected in all Teaching Academic roles. The framework also lists examples of teaching and learning activities at each academic level that demonstrate leadership and impact.

The table below provides questions to assist you to reflect on your teaching and learning contribution. It is not intended to be an exhaustive list, nor is there an expectation that you address all questions or all five criteria. Instead, you are encouraged to reflect on the questions and build your best case for promotion by highlighting the areas you excel in and providing evidence of your achievements (relative to your level) within teaching and learning.

Criteria for quality teaching	Key areas of reflection for Teaching Academic applicants (appropriate to level sought)
Design and plan learning activities	<ul style="list-style-type: none"> ○ How have you contributed to reviewing, rewriting or redesigning a course, program of study, or learning resources? ○ How have you incorporated stakeholder voice (student, industry, community) into curriculum design to enhance student employability? ○ Where have you introduced innovative learning technologies that resulted in improved student outcomes? ○ How have you influenced and shown leadership (appropriate to your level) in curriculum reform? ○ What has been the impact of your contribution to curriculum design within the discipline/university/national/international stage?
Teach and support student learning	<ul style="list-style-type: none"> ○ How has your strategy and approach to teaching motivated students, improved their experience and outcomes? ○ How have you contributed to or led the teaching team to improve teaching practice? ○ How you have used, or mentored colleagues to use student feedback and assessment data to improve student learning? ○ What has been the impact of your innovative teaching approaches within the discipline, university or beyond?
Assess and provide feedback to students	<ul style="list-style-type: none"> ○ Where have you utilised a variety of assessment methods to facilitate progressive student learning? ○ How have you contributed to, or developed, new initiatives in assessment? ○ How have you contributed to the moderation of assessment at the course/program level? ○ How have you utilised technologies to make assessment more engaging or efficient?
Develop supportive learning environments	<ul style="list-style-type: none"> ○ How have you developed respectful learning communities that are supportive and sensitive to diversity and gender equity? ○ How have you assisted students to achieve success through implementing inclusive teaching approaches? ○ Where you have utilised learning analytics to better understand and enhance student engagement and performance? ○ How have you supported or led colleagues in implementing initiatives that support student learning?
Integrate scholarship, discipline research and professional activities	<ul style="list-style-type: none"> ○ How have your scholarly activities influenced and enhanced your teaching? ○ Where have you shared scholarship knowledge with colleagues to promote improvement in their teaching practices? ○ What has been your contribution and impact in the scholarship of teaching and learning within the discipline/university level or beyond?