



University of
South Australia

Teaching Academic

STANDARDS OF PERFORMANCE



TEACHING ACADEMIC STANDARDS OF PERFORMANCE

The University of South Australia is committed to delivering high quality teaching and an outstanding student learning experience. The capacity of our staff to engage students through authentic, considered, innovative and inspiring teaching is critical to achieving our strategic objective, articulated in *Crossing The Horizon*, 'to be known as a student focused university producing problem solving, globally employable graduates'.

To recognise individuals who have a commitment to teaching and learning, and who demonstrate excellence and innovation in pedagogical practices, the University of South Australia Enterprise Agreement 2014 allows for the appointment, and the transition, of academic staff members to Teaching Academic positions. These provisions will enable the University to develop and invest in, 'a high performing, sustainable workforce, one that is dedicated to the provision of excellence in all its forms'.

Teaching Academics, as the name suggests, are predominantly focused on teaching, with a workload profile of up to 80% teaching and administration, and a minimum of 20% scholarship. As well as being skilled and passionate teachers and educators, staff appointed or transitioned to Teaching Academic positions will provide leadership across courses, programs, schools, divisions, the University, and beyond.

Teaching Academics are expected to be student focused, develop an expert appreciation of curriculum design and assessment within a disciplinary context, produce high quality learning resources and scholarly outputs, and be wholly committed to a culture of service and professional excellence. Teaching Academics will communicate with enthusiasm and impact to inspire students to learn and extend themselves, demonstrate excellence in teaching in the classroom as well as in an online environment, have a high level of digital competence, and commit to pedagogical innovation.

Standards of Performance for Teaching Academics have been developed to help clarify the University's expectations of staff appointed or transitioned to these positions. For each academic classification level, the Standards of Performance outline the required contribution to high quality teaching and a demonstrated commitment to continuous development, innovation and improvement in teaching practice.

These Standards of Performance will assist managers responsible for the appointment of staff, for confirmation of probation, and for performance development and management discussions. Importantly, they provide guidance and support for those academic staff who seek to establish a career based on teaching excellence and achievement.

TEACHING ACADEMIC LEVEL A

Overview	Teaching and Administration (up to 80% workload)	Scholarship (minimum 20% workload)
<p>Develop expertise in high quality teaching, under guidance and support of more senior academic staff.</p>	<ul style="list-style-type: none"> ▪ High quality teaching as demonstrated via a range of University approved data sources (e.g. student outcomes, student feedback, peer review) ▪ Prepare and deliver curriculum components that align with the staff member’s disciplinary and professional background ▪ Provide quality feedback to students via approved assessment tasks ▪ Utilise the necessary digital techniques required for effective curriculum delivery ▪ Undertake teaching activities with an increasing degree of autonomy and as a member of the teaching team ▪ Demonstrate commitment to seeking and responding to feedback (student, peers and supervisor) to improve teaching practice ▪ Act as a student advisor and support students’ transition to university as they progress through their program ▪ Effectively undertake administrative duties related to teaching activities of the course and program ▪ May be required to undertake course coordination duties under supervision ▪ Actively participate in meetings, committees and other University activities at the discipline/program/school level ▪ Successfully complete Teaching @ UniSA program ▪ Demonstrate high standards of professional behaviour. 	<ul style="list-style-type: none"> ▪ Engage in a range of activities to maintain currency with the discipline and/or professional practice ▪ Participate in developmental activities to advance own understanding of learning and teaching practices.

TEACHING ACADEMIC LEVEL B

Overview	Teaching and Administration (up to 80% workload)	Scholarship (minimum 20% workload)
<p>Undertake high quality teaching with increasing leadership responsibilities.</p>	<p><i>As per Level A, plus:</i></p> <ul style="list-style-type: none"> ▪ Responsible for the preparation and delivery of substantial components of courses ▪ Utilise high levels of professional and/or discipline-related expertise in their teaching ▪ Incorporate scholarship and professional expertise into teaching activities ▪ Ensure that teaching is informed by relevant research in the field ▪ Contribute to the development of engaging, relevant and technology-enhanced curricula ▪ Contribute to collaborative projects relevant to discipline-based teaching practices ▪ Provide academic counselling, mentoring and advice to students ▪ Undertake course coordination role and efficiently manage associated resources ▪ Provide leadership to other staff within the teaching team ▪ Actively raise the profile of the discipline within the University and the external community ▪ Demonstrate commitment to community engagement. 	<p><i>As per Level A, plus:</i></p> <ul style="list-style-type: none"> ▪ Undertake a variety of activities to ensure ongoing improvement in teaching practice ▪ Contribute to the scholarship of teaching and learning and/or professional practice in the discipline ▪ Enrolment and successful completion of a course/program to develop teaching skills.

TEACHING ACADEMIC LEVEL C

Overview	Teaching and Administration (up to 80% workload)	Scholarship (minimum 20% workload)
<p>Established record of achievement in teaching, with substantial leadership responsibilities for the teaching team. National level impact.</p>	<p><i>As per Levels A-B, plus:</i></p> <ul style="list-style-type: none"> ▪ Maintain a record of high quality achievement in teaching while contributing more broadly to curriculum innovation ▪ Contributions of a strategic nature to curriculum development and pedagogical innovation ▪ Demonstrate leadership in the use of digital technologies in teaching ▪ Evidence of impact in teaching and learning beyond own teaching practice, including through influencing others ▪ Promote and support learning in less experienced staff through mentoring, peer review and leadership roles (formal or informal) ▪ May be required to be wholly responsible for the coordination of a large program (e.g. program director role) ▪ Actively participate in, and where appropriate lead strategic committees within the discipline/school/division and University. 	<p><i>As per Levels A-B, plus:</i></p> <ul style="list-style-type: none"> ▪ Significant and sustained contribution to the scholarship of teaching and learning and/or professional practice in the discipline at the divisional, University and national level. ▪ Success in winning significant internal and external grants to support teaching projects and initiatives

TEACHING ACADEMIC LEVEL D

Overview	Teaching and Administration (up to 80% workload)	Scholarship (minimum 20% workload)
<p>Outstanding contribution to teaching activities and/governance of the school. National or international impact and recognition.</p>	<p><i>As per Levels A-C, plus:</i></p> <ul style="list-style-type: none"> ▪ Maintain a record of excellence in teaching ▪ Leadership role in major curriculum initiatives and enhancements of teaching and learning activities at the school/division and University level ▪ Leadership role in the promotion of major digital enhancements to pedagogical practices ▪ Sustained contribution to the professional development of other staff, evidenced through ongoing leadership in peer review and mentorship ▪ Major contribution to the governance, management and leadership of school ▪ Significant external engagement with the community and discipline/profession. 	<p><i>As per Levels A-C, plus:</i></p> <ul style="list-style-type: none"> ▪ Outstanding contribution to the scholarship of teaching and learning ▪ Record of peer reviewed publications and citations in the highest quality educational journals ▪ Regular and individualised invitations to present at major national or international conferences that cover teaching innovation ▪ Attained recognition as an authority in discipline, or a national reputation as an outstanding scholar.

TEACHING ACADEMIC LEVEL E

Overview	Teaching and Administration (up to 80% workload)	Scholarship (minimum 20% workload)
<p>Highest levels of academic performance and leadership, with distinguished contributions to teaching.</p> <p>Reputation as eminent authority in field.</p>	<p><i>As per Levels A-D, plus:</i></p> <ul style="list-style-type: none"> ▪ Maintain a distinguished record of teaching excellence ▪ Distinguished, original and innovative contributions to the advancement of teaching and learning ▪ Sustained and substantial impact on curriculum design and/or pedagogy ▪ Contribute to educational or professional policy development at a state and/or national level ▪ Distinguished contribution to the academic governance within the school, division or University level ▪ Highest level of leadership in the professional development of other staff ▪ Highest level of academic leadership in the supporting and furthering the strategic goals of the University. 	<p><i>As per Levels A-D, plus:</i></p> <ul style="list-style-type: none"> ▪ An established and ongoing record of peer reviewed publications and citations in the highest quality educational journals ▪ Attained recognition as an eminent authority in discipline, or an international reputation as an outstanding scholar.

Notes:

- Teaching Academics may be expected to undertake responsibilities and functions of any level up to and including the level to which they are appointed or promoted. In addition, a staff member may undertake elements of work of a higher level in order to gain experience and expertise consistent with the requirements of the University's academic promotion process.
- For the majority of Teaching Academics, scholarship must be a minimum of 20% of total allocated workload. The only circumstances where scholarship can be less than 20% is where the position is a short term administrative role, or where the academic staff member is enrolled as a student with that division or associated research unit. In these instances the level of scholarship time allocated will depend on the individual circumstances.