



Academic Promotion: Guidance Notes for Teaching & Learning

As Australia's University of Enterprise, UniSA is committed to building a culture of innovation, [providing enhanced educational offerings](#) and an outstanding student experience.

Academic staff engaged in teaching will display a genuine commitment to student learning, developing graduates that are globally employable and have the knowledge, skills and qualities to contribute to the challenges of the future. High quality teaching is evident through innovative active learning curriculum that provides digitally enabled learning experiences and includes research-driven teaching approaches that are aligned with current disciplinary and professional practice.

UniSA academic staff will display leadership in the design and delivery of engaging curriculum and programs with a strong professional emphasis and in partnership with industry. Academics will model and drive excellence in enterprising teaching in their discipline and will demonstrate a positive influence in the University's teaching and learning environment.

Activities in this area may include:

- Designing and planning learning activities;
 - That are industry-relevant and at the forefront of professional practice globally
 - That are best practice in the use of technology-enabled teaching and learning approaches
- Teaching and supporting student learning;
 - Through various instructional modalities (internal, external and online)
 - Through engaging students and providing rich and varied learning experiences
- Assessing and providing feedback to students;
 - That is timely, provides clear academic advice and enables students to make informed judgements about their performance
 - Using a range of assessment strategies aligned with the course objectives
- Developing supportive learning environments;
 - That demonstrate inclusive teaching practices
 - That prepare students to be adaptable and to enter the workforce in their discipline
- Integrating scholarship, discipline research and professional learning activities;
 - By linking curricula to high quality research
 - By supporting and promoting professional learning in self and in colleagues.

Leadership in teaching and learning can be demonstrated in areas such as:

- Effective contribution to the implementation of the University's approach to teaching and learning;
- Leading initiatives to improve the learning environment and teaching practice at UniSA;

- Mentoring junior staff to enable them to understand and develop excellence in teaching practice and scholarship of teaching research;
- Leading funded and unfunded projects relevant to the University's approach to teaching and learning and its priorities;
- Improving educational practice and outcomes in accordance with UniSA's approach to teaching and learning through mentoring junior staff and leadership of teaching teams;
- Supporting the development of colleagues' teaching practice through leadership in peer review processes;
- Constructive contributions to teaching and learning committees;
- Leading the design and implementation of national learning and teaching projects;
- High-quality national and international contributions for example, reviewing curricula at other universities, invited presentations at national or international conferences.

Evidence under this criterion will vary according to the level of promotion. Examples include:

- Effective teaching practice drawing on a range of instructional strategies such as online, blended, digitally enhanced and flipped classrooms;
- Recognition of teaching efficacy through formal summative peer review process;
- Demonstrated engagement with and use of student and formative and/or summative peer evaluation data to improve teaching practice;
- Curriculum innovation which leads to improved student learning outcomes e.g. academic performance, attrition rates, course experience, grade distribution;
- A history of student evaluation of teaching at a level commensurate with UniSA's aspirations;
- Student recruitment, including subgroups such as equity or international;
- Student retention/performance, including subgroups such as equity or international;
- Graduate employability, including subgroups such as equity or international;
- Positive feedback from employers, professional bodies or primary/high schools;
- Scholarship of teaching research that informs quality teaching practice(s);
- Professional practice that informs new teaching curricular and/or is brought back into the classroom to enhance the student experience and outcomes;
- Students being exposed in the classroom to the very latest technologies and practices being utilised or tested by industry and the professions and/or or cutting edge research aligned to their discipline;
- Teaching awards, citations and/or Fellowships (local, national and international);
- Gaining competitive internal, external, national and international teaching and learning grants that result in improved practice;
- Delivery of professional development for others in the area of teaching and learning;
- Invitations to give keynote addresses at national and international forum and conferences;
- Invitations to contribute to other higher education institutions or relevant community/industry/government/international committees and associations;
- Institutional, national or international reputation for contributions to pedagogy.