

Quality teaching framework for teaching excellence at UniSA

Introduction

Learning and teaching has been a vital element of the University of South Australia's core business since the institution was founded in 1991. Indeed, it was a defining characteristic of the University's antecedent institutions, the South Australian College of Advanced Education and the South Australian Institute of Technology, which themselves had educational roots reaching back to 1861. Since then, the University has developed into one of the largest, multi-campus tertiary institutions in Australia with more than 33,000 part- and full-time students enrolled in a range of degree programs across urban, regional and offshore locations.

The University values and promotes inclusive, engaging and innovative teaching that provides students with high quality face-to-face, blended and online learning experiences and outcomes to prepare them for life and work in the 21st Century. UniSA's Strategic Action Plan 2013-2018, *Crossing the Horizon*, and its Digital Learning Strategy herald exciting developments for the institution, particularly around how teaching will deliver outstanding student learning outcomes. Students will be taught by culturally aware academic staff, who are effective communicators and collaborators, and have a passion for providing high quality education and pursuing excellence in learning and teaching. Students will experience curricula which are flexible, informed by industry and scholarship, and delivered in physical and virtual spaces designed to meet the needs of diverse learners.

Given the objectives of *Crossing the Horizon* and the emerging digital learning strategies, it is appropriate to highlight some key teaching characteristics valued by UniSA. This focus will support and promote high quality teaching practice that enables all UniSA students to have outstanding educational experiences. To this end, UniSA has produced a 'whole of institution' view of teaching quality in a framework that has been developed using an iterative, literature and project informed, data driven, collaborative and consensus building approach. The framework will guide teaching practice and related professional development, inform recognition and reward processes, aid discussions on teaching performance, planning and review, influence recruitment and promotion processes, and drive day-to-day institutional discourse on learning and teaching.

Academic profiles and teaching at UniSA

While *Crossing the Horizon* states that all academic staff will be engaged in teaching¹, UniSA has two academic staff profiles that deliver the majority of our taught courses; Teaching and Research Academics, and Teaching Academics. Both profiles will contribute to high quality student learning experiences despite some differences between them in workload structure and function. The work of Teaching and Research Academics is allocated between 40 per cent teaching, 40 per cent discipline research and 20 per cent administrative tasks. Effectively, this devotes almost half the working week to teaching-related activities, although "it is recognised that a staff member may at times focus more intensively on a particular category of academic activity"².

Teaching Academics undertake no more than 80% teaching and administration with the remainder of the workload devoted to scholarship activities³. In the same way that Teaching and Research Academics may at times focus more intensively on a particular category of academic activity, the teaching and administration component of a Teaching Academic's work may vary above 20 per cent to accommodate a greater focus on scholarship. Any variation in the workloads of individual Teaching and Research Academics, and Teaching Academics will be determined through negotiation with line managers and in relation to, for example, performance, career planning and University goals.

¹ <http://www.unisa.edu.au/About-UniSA/Strategic-action-plan-2013-2018/Action-set-1/>

² University Of South Australia Enterprise Agreement 2014, p. 55.
http://w3.unisa.edu.au/hrm/industrial/unisa_ea_2014_final.pdf

³ ibid

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Regardless of the fundamental characteristics of these two profiles, a basic expectation is that all teaching and teaching-related activities will be of high quality and undertaken in the pursuit of excellence. Further, for both profiles, it is anticipated that the development of teaching and learning-related knowledge and skills over time will not only be achieved through a systematic approach to career progression, but also that the different academic classification levels (levels A-E) will be distinguished by and require different teaching-related foci. For example, the significant professional learning and direct and regular student engagement that characterises the teaching work of Levels A-B/C may not feature as strongly at Levels C/D-E in light of emerging and established leadership, research⁴ and scholarship responsibilities. The UniSA teaching quality framework represents this progression through a succinct description of the types of contributions to teaching made at each academic classification level, namely 'Developing expertise' (Level A), 'Proficient' (Level B), 'Significant' (Level C), 'Outstanding' (Level D), and 'Distinguished' (Level E).

Teaching quality and excellence at UniSA

The University of South Australia has made a commitment to stakeholders to consistently deliver high quality teaching to optimise student engagement and learning. UniSA "will develop a high performing, sustainable workforce, one that is dedicated to the provision of excellence in all its forms"⁵. Staff will be "passionate about education and committed to a culture of excellence"⁶. In addition, the University's academic promotions processes "recognise(s) your sustained academic excellence and performance at or above world-class standard"⁷ and teaching activities and leadership in teaching are explicit areas for applicants to address. 'Quality' and 'excellence' are often used interchangeably but are not synonymous. In a literature review of teaching excellence from 2007 to 2013, Gunn and Fisk (2013) note that "higher education providers are increasingly seeking to demonstrate their excellence in teaching, as well as research ... yet, in the UK and across the globe, there is little narrative around what is meant by 'teaching excellence'" (p. 5)⁸.

While the University has not explicitly differentiated between quality and excellence, the criteria for teaching citations and awards are clear statements about teaching quality and excellence at UniSA. On this basis the University has for several years recognised and rewarded academic staff for high quality and excellent teaching through a mixture of evidence-based internal teaching awards which are aligned to national awards, namely citations for *outstanding contributions* to student learning, and awards for *teaching excellence*, and programs that *enhance learning*. The University's teaching citations and awards therefore demonstrate that an *outstanding* teaching contribution is sustained quality practice for at least three years for a specific initiative or approach, whereas *teaching excellence* and programs that *enhance learning* is sustained quality practice across a range of areas with significantly more depth and breadth.

Similarly, the UniSA framework provides indicators for quality practice in important areas. Both quality teaching and excellence will be demonstrated by individuals and teams through their practice and also in relation to the framework's criteria and its indicators. It is important to note that *excellent teaching* is not a function of time spent teaching or that it is only attainable by reaching the 'Distinguished' (Level E) career stage. Nor is it the same as 'scholarly teaching', 'scholarship' or the [Scholarship of Teaching and Learning](#) (SoTL).

⁴ Discipline research for Teaching and Research Academics and SoTL investigations and projects for Teaching Academics.

⁵ UniSA Strategic Action Plan 2013 – 2018 Crossing the Horizon. Action Set 3. <http://www.unisa.edu.au/About-UniSA/Strategic-action-plan-2013-2018/Action-Set-3/>

⁶ Ibid.

⁷ UniSA Academic Promotions: 2018 Guidelines, p. 2. See http://i.unisa.edu.au/siteassets/human-resources/ptc/files/guidelines/academic-promotion/2018_academic-promotion-guidelines.pdf

⁸ Gunn, V. & Fisk, A. (2013). Considering teaching excellence in higher education: 2007-2013: A literature review since the CHERI report 2007. Higher Education Academy.

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The framework's criteria

The UniSA framework utilises the foundational criteria of a significant OLT national learning and teaching project titled, 'Australian University Teaching Criteria and Standards' (AUTCAS) framework. The seven AUTCAS criteria are presented below, along with succinct explanations developed to suit the UniSA context. Note also that in the UniSA framework, Criteria 6 and 7 are incorporated throughout the first five by means of a column titled 'Portfolio of evidence of professional and personal effectiveness'.

Criterion 1	Design and plan learning activities for courses and programs - To create an exciting, engaging and academically robust curriculum that maximises student learning and student outcomes, UniSA academic staff have:
	<ul style="list-style-type: none"> • Deep knowledge of their discipline • Understanding of how students learn • The ability to integrate insight from a wide range of stakeholders including students, employers, industry and the community • Logical, creative and innovative thinking in designing curriculum • The capacity to integrate teaching and learning research into their designing and planning

Criterion 2	Teach and support student learning - To foster high quality practice across a range of teaching contexts UniSA academic staff:
	<ul style="list-style-type: none"> • Engage students, stimulate interest and encourage active participation • Collaborate with colleagues as part of the teaching team • Employ innovative, student-centred and inclusive approaches to face-to-face and online teaching activities • Communicate with clarity, conviction and enthusiasm and explain concepts in ways that students understand • Assist students to work constructively through challenging academic tasks and problems

Criterion 3	Assess and provide feedback to students - To recognise the crucial role of assessment for student learning as well as attainment of academic standards, UniSA academic staff:
	<ul style="list-style-type: none"> • Apply the assessment principles and requirements evident in Section 1 of the Assessment Procedures and Policy Manual (APPM) that underpin assessment • Ensure that assessment <i>for</i> learning is integral to courses and programs • Review how assessment engages students in productive learning and prepares them for professional practice • Make judgements about student work that meets appropriate standards, and • Provide timely feedback that is clear and helpful to actively improve student learning

Criterion 4	Develop supportive learning environments - To create engaging and respectful learning environments which enhance student performance, UniSA academic staff:
	<ul style="list-style-type: none"> • Utilise inclusive teaching approaches to respond to student diversity • Develop learning communities which are safe, supportive and sensitive to diversity and gender equity

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Criterion 5	Integrate scholarship, discipline research⁹ and professional learning activities - UniSA academic staff continuously develop knowledge and skills that support Scholarship of Teaching and Learning (SoTL) perspectives and activities through:
	<ul style="list-style-type: none"> • Scholarly engagement with the discipline and discipline education • Structured reflection on the theory and practice of learning and teaching • Investigations and research into learning and teaching for personal and local understanding • Public dissemination to make transparent how student learning has been made possible

Criterion 6	Evaluate practice and engage in professional learning - To understand their own strengths and limits and engage in continuous learning and development, UniSA academic staff:
	<ul style="list-style-type: none"> • Systematically engage in professional learning activities commensurate with their academic classification and role. This includes: • Completion of induction programs offered on a University-wide basis • Participate in discipline education and learning and teaching conferences and other fora • Use self-evaluation and student and peer feedback to enhance teaching practice • Demonstrate emerging leadership in the development of colleagues • Contribute to professional learning within and beyond the University

Criterion 7	Exhibit professional and personal effectiveness - UniSA academic staff:
	<ul style="list-style-type: none"> • Approach teaching with enthusiasm, passion and confidence • Build great working relationships and motivate and work with colleagues in the shared pursuit of high quality student learning outcomes • Show respect for others, act with honesty, consistency and integrity, and interact in a way that generates confidence in self and in the workplace • Are approachable and demonstrate commitment and interest in students and their learning • Lead by example and support colleagues to develop professional qualities • Champion a 'one team culture' built on respect, trust and collaboration

Using this framework

The bullet points in the UniSA framework that follows are not meant to be exhaustive. Instead, they provide *key indicators* that are fundamental to quality teaching at UniSA. Their number is purposefully limited to four for each criterion and at each academic classification. The framework also keeps each academic classification to one page only. In time, links will be provided to 'interpretative tools', exemplars, type of evidence, case studies and other resources. UniSA academic staff will demonstrate achievement of criteria and indicators according to their role and opportunities. Demonstrated achievement of every criterion or indicator is not a requirement; the framework should be used holistically. While Criteria 6 and 7 are mobilised in the framework's right-hand column titled 'Portfolio of evidence of professional & personal effectiveness', the application of Criterion 7 should also be particularly evident in the day-to-day practice of academic staff across Criteria 1 to 5.

⁹ Note that while Teaching Academics do not undertake discipline research, they are expected to remain aware of and incorporate the outcomes of discipline research into curriculum content.

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LEVEL A			
Teaching quality criteria		Teaching practice	Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7)
Criterion 1	Design & plan learning activities for courses & programs	Developing expertise in designing teaching activities: <ul style="list-style-type: none"> • Create exciting and engaging learning activities based on a knowledge of student learning and relevant issues for industry/professional practice • Report the general student experience to the course coordinator/team for course review and improvement purposes • Contribute an introductory level to course or curriculum design, incorporating discipline and industry knowledge 	Professional learning <ul style="list-style-type: none"> • Complete Tutoring@UniSA (according to role) • Complete Teaching@UniSA (mandatory for new staff at levels A, B and C) • Attend other relevant workshops • Peer observation of a colleague's learning environment / teaching / learning materials • Develop knowledge and skills in the Scholarship of Teaching and Learning (SoTL) Artefacts <ul style="list-style-type: none"> • Teaching resources and learning activities related to professional practice and industry • Evidence (report) of peer review Reflections <ul style="list-style-type: none"> • Supported reflective practice and plan for improvement of teaching and learning • Continuous reflection in / on practice leading to improved teaching and student learning Student voice / feedback / outcomes <ul style="list-style-type: none"> • Agreement rates appropriate to context from the University's official teaching and course evaluation tool • Qualitative feedback, e.g. focus groups, qualitative comments, minute papers • Student outcomes (e.g. engagement, retention, success rates, progression, experience, grade distributions)
Criterion 2	Teach & support student learning	Developing expertise in teaching practice: <ul style="list-style-type: none"> • Approach teaching with passion and inspire students to do their best • Enthusiastic and clear communication to support student understanding, participation, engagement and achievement • Evaluate teaching and learning activities using student feedback and student assessment data to reflect on and improve teaching practice • Positively contribute to the teaching team 	
Criterion 3	Assess & provide feedback to students	Developing expertise in assessment and providing feedback: <ul style="list-style-type: none"> • Conduct assessment according to the University's Assessment Policies and Procedures Manual (APPM) • Clearly explain assessment tasks and their alignment to industry/discipline related practice • Provide timely and appropriate feedback to students about their learning • Participate in moderation of marking exercises for the course 	
Criterion 4	Develop supportive learning environments	Developing expertise in creating supportive learning environments: <ul style="list-style-type: none"> • Support quality learning for a diverse student cohort • Establish respectful learning communities based on the Code of Ethical Conduct, Code of Good Practice: University Teaching¹⁰ and Code of Conduct for Students • Respond promptly and respectfully to student enquiries and direct students to appropriate support/services • Use Learning Analytics to better understand and enhance student engagement and performance 	

¹⁰ Currently under review

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Criterion 5	Integrate scholarship, discipline research & professional activities	<p>Developing profile in a scholarly approach to teaching:</p> <ul style="list-style-type: none"> Engage in a scholarly way with how students learn in the discipline Incorporate current teaching and learning research into teaching activities and course materials 	
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LEVEL B			
Teaching quality criteria		Teaching practice	Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7)
Criterion 1	Design & plan learning activities for courses & programs	<p>Proficient in designing teaching activities:</p> <ul style="list-style-type: none"> Contribute to the development of student resources that demonstrate high level knowledge of discipline, industry and student learning Exhibit innovative practice in the selection, organisation and synthesis of content for student learning Collaborate with course team colleagues to develop and implement stimulating learning and teaching activities that have a positive impact on student learning Ensure the student voice / feedback / outcomes are incorporated into course design 	<p>Professional learning</p> <ul style="list-style-type: none"> Complete Introductory Seminar for New Course Coordinators (according to role) Contribute to and/or systematically participate in, professional learning or disciplinary engagement in the area Develop SoTL knowledge and skills Engage with disciplinary teaching networks Peer observation / review of a colleague's learning environment / teaching / learning materials <p>Artefacts</p> <ul style="list-style-type: none"> Peer review report and plan for improvement Course-wide teaching and learning resources and activities related to professional practice and industry Scholarly learning and teaching outputs (e.g. conference paper, invitations to provide workshops) Feedback from tutors on course coordination Recognition of contribution (e.g. Teaching award, professional association citation and/or industry, testimonial from senior colleague on learning and teaching contribution) Grant application (successful and unsuccessful) and outcomes <p>Reflections</p> <ul style="list-style-type: none"> Critical reflective practice leading to improved teaching and learning Reflection on role as a mentor <p>Student voice / feedback / outcomes</p> <ul style="list-style-type: none"> Agreement rates appropriate to context from the University's official teaching and course evaluation tool Qualitative feedback, e.g. focus groups, qualitative comments, minute papers Student outcomes (e.g. engagement, retention, success rates,
Criterion 2	Teach & support student learning	<p>Proficient teaching practice:</p> <ul style="list-style-type: none"> Use high level teaching knowledge and skills to implement technology enhanced learning Develop a culture of high expectations for all students Work with the teaching team in a course to use student assessment data, student feedback and student retention data to systematically reflect on and improve learning Support colleagues in the teaching team to develop exemplary teaching practice 	
Criterion 3	Assess & provide feedback to students	<p>Proficient in assessment and providing feedback:</p> <ul style="list-style-type: none"> Design assessment tasks that align with learning outcomes/course objectives Develop and use a range of assessment strategies for a course, e.g. informal and formal, diagnostic, formative and summative Harness technologies to make course assessment and feedback more engaging, effective and efficient Coordinate course moderation (including review of assessment tasks) 	
Criterion 4	Develop supportive learning environments	<p>Proficient in creating supportive learning environments:</p> <ul style="list-style-type: none"> Design, select and utilise teaching approaches which facilitate positive student learning outcomes Incorporate the cultural knowledge and experiences of others into learning activities Collaborate with the teaching team to effectively utilise resources for maximum impact on student learning 	

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Criterion 5	Integrate scholarship, discipline research & professional activities	Proficient knowledge and skills in a scholarly approach to teaching: <ul style="list-style-type: none">• Systematically reflect on and improve own teaching practice• Systematically participate in teaching-related professional development• Engage with and share scholarship of teaching and learning with colleagues	progression, experience, grade distributions)
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LEVEL C				
Teaching quality criteria		Teaching practice	Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7)	
Criterion 1	Design & plan learning activities for courses & programs	Significant contribution to designing teaching activities: <ul style="list-style-type: none"> Significantly contribute to the formulation of program objectives and evaluation of whether program objectives are achieved Draw upon or contribute to advanced or specialised discipline knowledge and apply this to curriculum content Build relationships with industry and community stakeholders to ensure curriculum and assessment enhance student employability across a program of study Ensure the student voice / feedback / outcomes are incorporated into program design 	Professional learning <ul style="list-style-type: none"> Completion of Introductory Seminar for New Program Directors (according to role) Contribute to and/or systematically participate in professional learning or disciplinary engagement in teaching and learning Peer observation / review of a colleague's learning environment / teaching / learning materials Develop / apply SoTL knowledge and skills in the Scholarship of Teaching and Learning Engage with disciplinary teaching networks Artefacts <ul style="list-style-type: none"> Collection of program-wide teaching and learning resources and activities related to professional practice and industry External benchmarking report of program design Feedback from Course Coordinator on program design and coordination Report from community partners and feedback on discipline, major or program / student outcomes (e.g. A35A) Scholarly learning and teaching outputs (e.g. conference and journal papers, invited workshops and plenaries) Recognition of contribution (e.g. Teaching award, professional association citation and/or industry, testimonial from Head of School) Student support initiative (e.g. Peer Assisted Study Session / Study Buddies) and related resources Peer review report and plan for improvement Grants application (successful and unsuccessful) and outcomes Reflections <ul style="list-style-type: none"> Critical reflective practice for improved leadership in teaching and learning Critical reflection on your role as a mentor Where applicable, critical reflection on role as program director based on A35A data and collegial feedback Student voice / feedback / outcomes <ul style="list-style-type: none"> Agreement rates appropriate to context from the University's official teaching and course evaluation tool Qualitative feedback, e.g. focus groups, qualitative comments, minute papers Student outcomes (e.g. engagement, retention, success rates, progression, experience, grade distributions) 	
	Criterion 2	Teach & support student learning		Significant contribution to teaching practice: <ul style="list-style-type: none"> Mentor colleagues in the implementation of effective teaching strategies including technology enhanced learning Lead and manage teaching teams to deliver high quality learning outcomes Work with, and where appropriate, lead colleagues to review and improve programs using student feedback, student assessment data, knowledge of curriculum and workplace practices
	Criterion 3	Assess & provide feedback to students		Significant contribution to assessment and providing feedback: <ul style="list-style-type: none"> Support program colleagues to evaluate the effectiveness of their approaches to assessment and feedback, e.g. through sharing exemplary practice and initiating peer review Lead the moderation of assessment, including the validity of assessment items and their sequence, plus program grades
	Criterion 4	Develop supportive learning environments		Significant contribution to creating supportive learning environments: <ul style="list-style-type: none"> Contribute strategically to curriculum implementation across the Program / School / Division to meet the needs of a diverse student cohort Assist with the development and implementation of guidelines and policies that support ethical, safe and effective learning environments Support colleagues to enact ethical and cultural perspectives in teaching and learning, e.g. respectful, supportive and safe learning environments
	Criterion 5	Integrate scholarship, discipline research & professional activities		Significant contribution to the scholarship of teaching & learning: <ul style="list-style-type: none"> Demonstrate institutional impact through curriculum development at the discipline or interdisciplinary level Present on teaching and learning at local and national conferences* Participate in and/or lead funded projects (local and national) related to teaching practice in the discipline* Scholarly publications in teaching and learning*

* Scholarly and leadership contributions such as these will particularly be expected from academic staff in the Teaching Academic profile at Levels C and above.

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LEVEL D			
Teaching quality criteria		Teaching practice	Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7)
Criterion 1	Design & plan learning activities for courses & programs	Outstanding contribution to designing teaching activities: <ul style="list-style-type: none"> Lead innovative curriculum design at the program, School, Division or the University level Lead quality assurance of learning across a program, School, Division or the University Lead stakeholder engagement, e.g. with students, industry, community, government, in the development and continual improvement of curriculum 	Professional learning <ul style="list-style-type: none"> Explicit contribution to professional learning or disciplinary engagement in teaching and learning Leadership of peer review Participation in and contribution to professional teaching and learning association(s) and discipline teaching networks (e.g. Engineering Education Australia, ANZAHPE, AABSS, HERDSA, AARE) Leadership and sharing of knowledge and skills in the SoTL Participation in internal teaching and learning committees Artefacts <ul style="list-style-type: none"> Recognition of contribution (e.g. Teaching award, professional association and/or industry citation, testimonial from Head of School or Pro-Vice Chancellor, adjunct position at other institutions) Review and report on program teaching materials, curricula, student learning outcomes <i>across</i> the School or Division Plans and resources for peer review training in a discipline / School / Division Scholarly learning and teaching outputs (e.g. conference and journal papers, book chapters, invited workshops, plenaries and keynotes) Peer review report (e.g. for promotion) Grant application (successful and unsuccessful) and outcomes Reflections <ul style="list-style-type: none"> Critical reflection leading to improved practice based on peer observation / review Self-reflection on leadership roles and specific contributions to teaching and learning Student voice / feedback / outcomes <ul style="list-style-type: none"> <u>For personal improvement:</u> Agreement rates appropriate to context from the University's official teaching and course evaluation tool and/or qualitative feedback, e.g. focus groups, qualitative comments, minute papers <u>For program quality assurance at School / Division level:</u> Course Experience Questionnaire, International Student Barometer, University Engagement Survey
Criterion 2	Teach & support student learning	Outstanding contribution to teaching practice: <ul style="list-style-type: none"> Lead colleagues to review, modify and expand their repertoire of teaching strategies Design and lead implementation of innovative teaching approaches and/or materials that are widely adopted, including beyond the institution 	
Criterion 3	Assess & provide feedback to students	Outstanding contribution to assessment and providing feedback: <ul style="list-style-type: none"> Support the learning of colleagues and lead the improvement of assessment and feedback standards for programs, School and Division 	
Criterion 4	Develop supportive learning environments	Outstanding contribution to creating supportive learning environments: <ul style="list-style-type: none"> Lead initiatives or innovation in supporting students, improving the learning environment of the School / Division / University 	
Criterion 5	Integrate scholarship, discipline research & professional activities	Outstanding contribution to scholarship of teaching and learning: <ul style="list-style-type: none"> Participate in (inter)national organisations related to teaching area* An outstanding record of scholarly publications in quality teaching and learning journals* Invited presentations at national and international conferences and other fora Partner and/or lead investigator on externally funded teaching and/or curriculum projects* 	

* Scholarly and leadership contributions such as these will particularly be expected from academic staff in the Teaching Academic profile at Levels C and above.

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LEVEL E			
Teaching quality criteria		Teaching practice	Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7)
Criterion 1	Design & plan learning activities for courses & programs	Distinguished contribution to designing teaching activities: <ul style="list-style-type: none"> • Demonstrable impact on the discipline over a sustained period • Demonstrable impact on success of graduates over a sustained period 	Professional learning <ul style="list-style-type: none"> • Leadership of professional learning at the (inter)national level • Leadership of peer review • Leadership of professional teaching and learning association(s) within the discipline or across disciplines • Leadership and sharing of knowledge and skills in the SoTL at the international level Artefacts <ul style="list-style-type: none"> • Evidence of significant curriculum and/or disciplinary contribution at the (inter)national level) • Recognition of contribution at the (inter)national (e.g. Teaching award, Fellowships, professional association and/or industry citation, testimonial from Pro-Vice Chancellor, adjunct position at other institutions) • Scholarly learning and teaching outputs at the (inter)national level (e.g. conference and journal papers, book chapters / books, invited workshops, plenaries and keynotes) • Peer review report • Grant application (successful and unsuccessful) and outcomes Reflections <ul style="list-style-type: none"> • Self-reflection on breadth and depth of leadership contribution to teaching and learning Student voice / feedback / outcomes <ul style="list-style-type: none"> • <u>For personal improvement</u>: Agreement rates appropriate to context from the University's official teaching and course evaluation tool and/or qualitative feedback, e.g. focus groups, qualitative comments, minute papers • <u>For quality assurance of teaching and learning across the Division / University</u>: Course Experience Questionnaire, International Student Barometer, University Engagement Survey
Criterion 2	Teach & support student learning	Distinguished contribution to teaching practice: <ul style="list-style-type: none"> • Exhibit exemplary practice and lead colleagues to plan, implement and review innovative learning and teaching practice within programs at the University, disciplinary or (inter)national level • Lead the improvement of teaching standards/learning policies/strategies at the School, Division or University level • Recognised as a leader nationally in teaching standards 	
Criterion 3	Assess & provide feedback to students	Distinguished contribution to assessment and providing feedback: <ul style="list-style-type: none"> • Lead the improvement of assessment and feedback standards at the School, Division or University level • Lead the implementation of digital assessment or feedback techniques within the University • Recognised as a leader nationally in assessment and feedback theory and practice • Disseminate good practice of the peer review of assessment/feedback across different disciplines at a national level 	
Criterion 4	Develop supportive learning environments	Distinguished contribution to creating supportive learning environments: <ul style="list-style-type: none"> • Lead and promote a School / Division / University wide culture that values and encourages reciprocal, cross-cultural relationships to support all aspects of learning 	
Criterion 5	Integrate scholarship, discipline research & professional activities	Distinguished contribution to scholarship of teaching and learning: <ul style="list-style-type: none"> • Recognised as an international authority for scholarship of teaching and learning, with a track record in, e.g. high quality learning and teaching publications, e.g. journal articles, book chapters, books • Plenary addresses and workshops at relevant national and international conferences • Lead investigator on externally funded teaching and/or curriculum projects • Teaching fellowships (e.g. UK's Higher Education Academy and HERDSA) • Evidence of innovative teaching materials that have influenced the practice of others / have been adopted externally 	

* Scholarly and leadership contributions such as these will particularly be expected from academic staff in the Teaching Academic profile at Levels C and above.