Teaching Focused (TF) Guidance and Resources

September 2023

Academic Categories & Role

All academic categories contribute equally important but distinct roles in advancing UQ's mission.

TF	**RF**	**TR**	**CA**	**TA**
Category: Teaching Focused	**Category: Research Focused**	**Category: Teaching & Research**	**Category: Clinical Academics**	**Category: Teaching Associates**
Role: Focus on Teaching Practice and Teaching Impact	Role: Focus on Research	Role: Balanced focus on Teaching & Research	Role: Focus on Clinical Practice/Clinical Teaching/Clinical Research	Role: Focus on Teaching Practice

Aim

To maintain continued support for UQ's Teaching Focused (TF) academics by providing:

Clarity

Guidance

Resources

Audience

All academic staff, with a primary focus on TF academics, supervisors, and members of Confirmation and Promotions Committees.

UQ Teaching Focused Academics

UQ has been a sector leader in the creation, development, and support of Teaching Focused (TF) academics. The new Annual Performance and Development (APD) process along with new Criteria for Academic Performance is an opportunity for UQ to maintain its sector-leading excellence of and support for TF academics.

All UQ academics have a direct role to play in student learning through scholarly, evidence-informed educational practices. TF academics directly impact students through teaching and educational endeavours. They play a particular role through activities that shape the culture of teaching excellence at UQ by enhancing the teaching practices of peers, engaging with policy work in teaching and learning, and/or their educational leadership.

TF academics are focused on impact which may or may not include traditional research outputs and external funding.

There are multiple pathways through which TF academics at UQ may demonstrate impact and achieve career advancement.

Guiding Principles for TF category

TF academics:

1. focus on Teaching Practice and Teaching Impact;

2. typically have a larger volume of teaching compared with TR, RF, and CA categories but are not 'Teaching Practice only';

3. educational mentorship and teaching development of others is recognised in the Citizenship and Service Domain;

4. may conduct education-based research and/or research based in other disciplines *OR* may not conduct conventional research;

5. can engage in activities across all Domains although sometimes 'Not Applicable' in the Research and Supervision and Researcher Development Domains is appropriate (at any level) when aligned to duties (set out in Position Description and as agreed at APD discussions); and

6. demonstrate increasingly positive impact and leadership beyond one's own teaching, from course, program, School, Faculty, and University levels with national and international impact, to progress to higher academic levels.

TF academics are *change agents* shaping UQ's culture of educational excellence

Teaching Practice (relates to *all* academic categories)

An academic's *teaching practice* influences the learning and experience of the students they teach. All academics involved in teaching engage in teaching practice that contributes to UQ's educational excellence. Teaching practice is:

Learning Oriented

Developing and implementing curriculum, assessment and pedagogical approaches that enable student learning and engagement.

Discipline Specific

Focuses on an academic's teaching ingenuity and creativity in the context of the discipline.

Program Aligned

Fits into the broader program curricular goals and is appropriate to the year level.

The volume of teaching and teaching profiles will vary by academic category, discipline, and School / Institute / Faculty.

Teaching Impact

Teaching Practice shapes student learning and experience and contributes to UQ's culture of educational excellence and integrity. *Teaching Impact* has reach and influence beyond the individual academic and the students they teach.

Impact on Practice   *and / or*   **Impact on Knowledge**   *and / or*   **Impact on Policy**

Shaping, influencing, and informing the educational practices of others

Generating or creatively employing existing knowledge that advances the field of higher education

Informing and formulating educational policies, procedures, structures, and guidelines

The primary focus for TF academics is Teaching Practice and Teaching Impact.

Teaching Impact

Impact on Practice

and / or

Impact on Knowledge

and / or

Impact on Policy

Examples

- Facilitate Tutors@UQ training in the Faculty
- Mentor peers in the use of interactive technologies
- Lead a peer observation process for academics teaching in the same program
- Build and maintain internal collaborations within teaching teams, and across the unit and UQ to promote enhanced student learning outcomes and staff professional learning
- Run workshops nationally on innovative teaching practices in the discipline

Examples

- Conduct a study on the effect of a new pedagogy on student learning for peer-review publication
- Funded grant (internal or external) to collect and curate a repository of innovative teaching case studies published via open-access, online website
- Edit an International Handbook or journal Special Issue on the latest teaching developments in the discipline

Some overlap with Research domain

Examples

- Develop the Faculty's framework for the ethical use of AI in courses
- Create procedures for new teaching staff to have a teaching mentor in their first semester
- Map curriculum for courses in a major or program with guidelines on scaffolding assessment by year level
- Contribute inter/national peak disciplinary body guidance on 'best practice teaching principles'

TF Pathways

There are several TF pathways with a greater expectation for Teaching Impact at higher academic levels.

Teaching Practice

Impact on Practice, Policy and/or Knowledge

Teaching Leadership Impact
(typically levels D-E)

- Growing Teaching Profile in a course (Level A), as course coordinator involved in differing courses (B), and with program-level curriculum leadership (C).

Teaching Practice and/or Policy Impact

- Increasing recognition for teaching impact in a course team (A), coordinating courses (B), and program-level impact (C) with involvement in (A-B), and leadership for (C), funded teaching projects or impactful innovations.

Knowledge Impact (discipline and/or education-based)

- Increasing recognition for knowledge impact via emerging (A), growing (B), and national research profile (C) with involvement in (A-B), and leadership for, funded grants (C) relevant to volume of teaching.

- Impact across Faculty (D) and UQ (E) through citizenship and service roles

- National (D) and International (E) recognition (practice, policy, and/or knowledge impact)

TF Expectations and Duties

TF roles vary by discipline and academic level with different pathways for performance and progression. Expectations and duties are clarified on appointment and annually thereafter.

Appointment

- Conditions of appointment set out in Position Description (PD) for TF academic categories including duties.

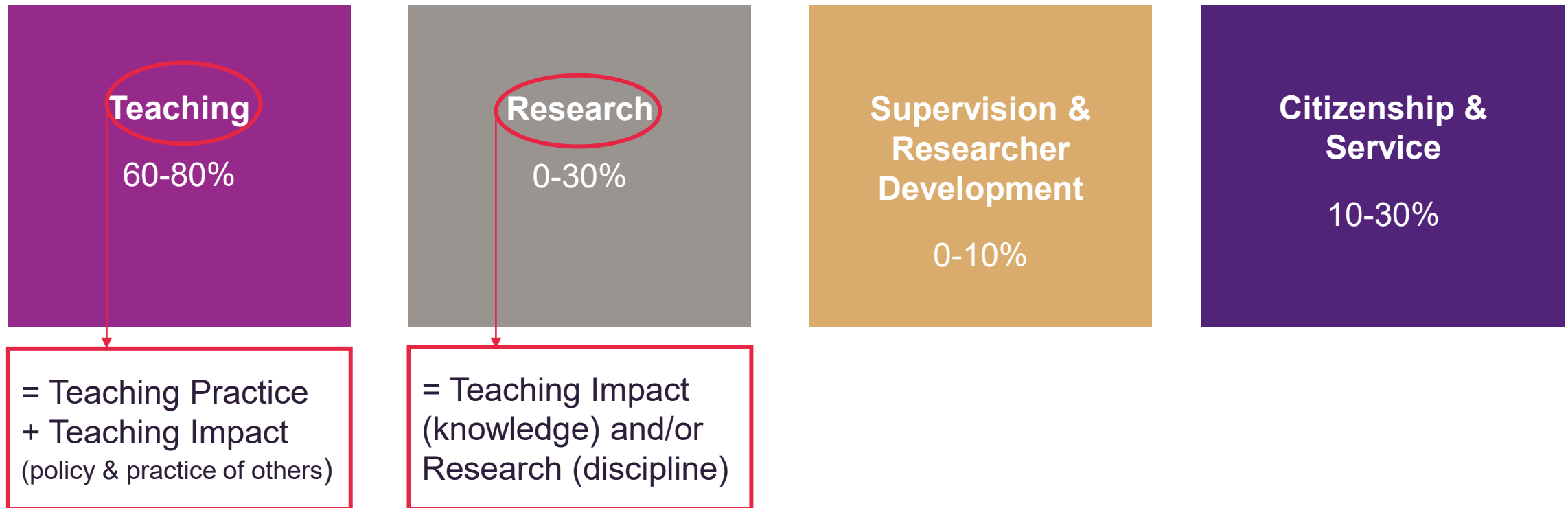## Academic Performance and Development (APD)

- Annual TF activities decided in APD process with opportunity to negotiate Teaching Impact focus and applicable Academic Domains.

Changing Academic Categories

- Annual APD process opportunity to discuss and agree on steps to move to a new academic category

TF Indicative Level of Contribution

The *indicative workload weighting range* for TF relative to each performance domain is articulated below.

Teaching 60-80%	**Research** 0-30%	**Supervision & Researcher Development** 0-10%	**Citizenship & Service** 10-30%

= Teaching Practice
+ Teaching Impact
(policy & practice of others)

= Teaching Impact
(knowledge) and/or
Research (discipline)

Workload mix may change over time in response to organisational requirements and individual strengths and circumstances.

From the Academic Categories Procedure (draft)

Teaching % is not equal to Teaching Profile

The Teaching Domain includes five criteria:

    a) Teaching profile

    b) Curriculum and assessment design

    c) Pedagogies

    d) Engagement

    e) Leadership

The 60-80% workload weighting for the Teaching Domain includes time to engage in all criteria.

Guidelines on Evidencing Academic Achievement

Cover all academic categories.

Effective evidence for TF should be discussed at annual APD process and considered in alignment to the agreed upon Teaching Impact focus.

Teaching Focused Position Descriptions

Cover all TF academic levels.

Clear expectations should be outlined for new TF. PD templates have been updated in Workday and can be tailored to TF pathways that meet the needs of the School.

Consultation and Endorsement

TF Working Party developed this suite of TF Guidance from March to August 2023. The UQ TF Network was consulted throughout the process. The documents were further discussed and endorsed by the Academic Workforce Steering Committee.

University Senior Management Team (USET)

- June and July 2023

Senior Leaders Forum

- July 2023

Joint Consultative Committee

- August 2023

Academic Board

- September 2023