

# Teaching Associates (TA) Guidance

August 2024

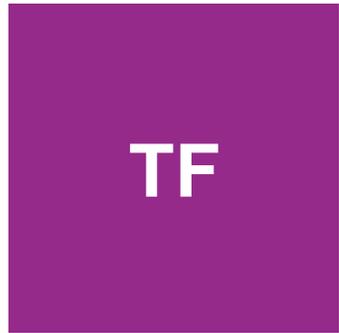
# UQ Teaching Associate (TA) Academics

As a sector leader in academic innovation, UQ is proud to introduce the Teaching Associate (TA) role from 2024. The TA role provides a meaningful mechanism for our dedicated casual academic staff to have continuing, variable-intensity academic employment at Level A, Associate Lecturer and Level B, Lecturer positions.

The Teaching Associate role adds depth to the university's education capability by focusing on teaching practice.

# Academic Categories & Roles

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



**Category: Teaching Focused**

Role: Focus on Teaching Practice and Teaching Impact



**Category: Research Focused**

Role: Focus on Research



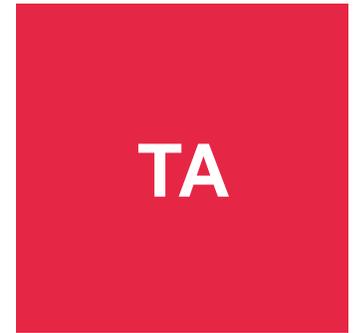
**Category: Teaching & Research**

Role: Balanced focus on Teaching & Research



**Category: Clinical Academics**

Role: Focus on Clinical Practice/Clinical Teaching/Clinical Research



**Category: Teaching Associates**

Role: Focus on Teaching Practice

# 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

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 primary focus for TA academics is *Teaching Practice*.

# Aim

To maintain continued support for UQ's Teaching Associates (TA) academics by providing:

## Clarity



## Guidance



## Information



# Audience

All academic staff, with a primary focus on TA academics, supervisors, Heads of School and Directors of Teaching and Learning.

# Guiding Information for TA category

1. TA academics largely focus on *teaching practice*.
2. TA academics are appointed at either Level A or Level B.
3. TA academics are subject to the normal processes for continuing academic appointments, including confirmation, incremental progression, and promotion up to Level B.
4. TA academic performance is assessed against activities in the Teaching Domain and Citizenship and Service Domain. Both the Research and Supervision and Researcher Development Domains are recorded as not applicable for TA academics.
5. TA academics are employed on a continuing but variable intensity basis. Due to the nature of the work duties, TA academics can only be employed on a fractional basis (*typically* 0.2-0.7 FTE). The greatest intensity of work occurs during the teaching period.
6. Accrued annual leave will be taken outside of the teaching periods unless otherwise agreed.



TA academics support  
UQ's culture of  
educational excellence

# Teaching Practice + Citizenship, Discipline Currency & Tasks



## Teaching Practice

### *Examples*

- Develop content and learning activities for tutorials or courses
- Engage in moderation and marking
- Reflect on evidence of student learning and engagement to improve pedagogy
- Implement active learning approaches, using technology as appropriate
- Update Blackboard and course profiles, and respond to student queries in a timely manner

*and*



## Citizenship, training, discipline currency and development activities

### *Examples*

- Participate in teaching team meetings and school meetings related to education
- Attend ITaLI and discipline-based teaching professional development events to maintain currency of teaching and assessment
- Collaborate with program and plan convenors to ensure alignment of teaching and curricula within the broader curricula

# TA Academic Appointment, Performance & Supervision

## Appointment

- Conditions of appointment set out in the Position Description (PD) for TA academic categories are tightly prescribed and focus on teaching practice.
- FTE is *typically* between 0.2 – 0.7, which will vary by school needs.

## Academic Performance

(including annual performance and development (APD), Confirmation & Promotion processes)

- Subject to the normal processes for continuing academic appointments, TA performance is assessed against activities in the Teaching, and Citizenship and Service Domains.

## Supervision

- As a continuing appointment, the organisational unit will nominate an appropriate supervisor for TA academics.



# TA Academic Position Descriptions

## Level A Teaching

- Undertake teaching, facilitation, and examination of undergraduate, honours, and/or postgraduate coursework students.
- Contribute to the curriculum by supporting the development of programs offered in the School, including course design, preparation of teaching materials, and assessment.
- Implement pedagogies that are effective for specific student cohorts, including appropriate use of educational technologies.
- Organise facilitators and provide tutorial assistance if necessary.
- Strengthen student engagement and student experience through collaboration and the provision of high-quality service to students, including academic consultation and advice.
- Gather evidence of teaching effectiveness to improve the quality of courses and teaching and engage in professional development to enhance teaching effectiveness.
- Engage in educational collaborations to document and disseminate good teaching practices in the unit.
- Understand and apply University rules relevant to teaching and learning practice.

## Level B Teaching

- Teach across different settings and develop evidence-based, innovative curriculum design and pedagogy including online learning and blended teaching methods and resources.
- Coordinate courses, prepare and teach lectures and tutorials, design effective assessment and undertake marking for offerings including undergraduate and postgraduate courses.
- Contribute to the development of new programs and course material as needed, by consulting with program advisors and stakeholders, ensuring courses are engaging, relevant and contemporary.
- Engage in educational collaborations to document and disseminate good teaching practices in the unit.
- Maintain and improve the quality of courses as measured through evaluation instruments to meet industry and educational standards.
- Undertake other activities which contribute to maintaining currency within the discipline and professional learning in teaching.
- Provide high-quality service to students, including academic counselling and advice.
- Understand and apply University Rules relevant to teaching and learning practice.

## Level A Citizenship and Service

- Consistently demonstrate behaviours that align to the UQ values.
- Engage in professional development and the collegial life of the School/Institute.
- Help foster the School's relations with industry, government departments, professional bodies and the wider community.
- Participate in School Committees.
- Assist in student recruitment activities and promotion of the School's profile.
- Any other duties as reasonably directed by your supervisor and/or the Head of School.

## Level B Citizenship and Service

- Consistently demonstrate behaviours that align to the UQ values.
- Engage in professional development and the collegial life of the School/Institute.
- Help foster the School's relations with industry, government departments, professional bodies and the wider community.
- Show leadership of self and others through mentoring, collaboration and active participation in priority activities for the School.
- Perform a range of internal service roles and processes, including participation in decision making and service on relevant committees.
- Provide support to other academic positions as needed and during absences.

# TA Academics and the APD process

TA academics will be required to complete the Annual Performance Development process (APD) in line with UQ's standard [policies](#) and [procedures](#). The [APD website](#) has a wide range of resources to support TA academics with the APD process, including information about APD timelines and key dates. Below is some tailored information to assist TA academics, their supervisors and Head of School to navigate the APD process.

Goals setting and performance will be assessed for the 'Teaching' and 'Citizenship and Service' Domains as outlined in the [Criteria for Academic Performance Policy](#).

Guidance on determining an overall performance ratings is provided in the [Academic Annual Performance and Development Procedure](#).

TA academics should include a comment of 'N/A' in their self-assessment section in the 'Research' and 'Supervision and Researcher Development' Domains in the APD.

In their evaluation, supervisors should include a comment of 'N/A' and a rating of Not Applicable for the 'Research' and 'Supervision and Researcher Development' Domains.

In Academic APD processes, supervisors should use existing 'Teaching' and 'Citizenship and Service' ratings for sub-criteria a-e. The rating is calculated as outlined in [PPL](#).

# TA Academics and Academic Probation

Newly appointed TA academics with a 3-year probation period will be required to undergo a Mid-Term Review and Final Review, in line with UQ's standard [policies](#) and [procedures](#). The [probation website](#) has a wide range of resources to support TA academics with the academic probation process. The local Human Resources team will contact the staff member with specific information and instructions for their Mid-Term Review approximately 12-14 months into their probation period. TA academics will be contacted again approximately 10 months before their probation end date with information about their Final Review.

Below is some tailored information to assist TA academics, their supervisor and Head of School in navigating the Academic Probation process.

Performance will be assessed against activities in the 'Teaching' and 'Citizenship and Service' Domains at the academic's current academic level.

TA academics should include a comment of N/A in their self-assessment section in the 'Research' and 'Supervision and Researcher Development' Domains of their Mid-Term Review or Final Review Form.

In their assessment, Heads/Directors should include a comment of N/A and a rating of Not Applicable for the 'Research' and 'Supervision and Researcher Development' Domains.

# TA Academics and Academic Promotion

A **Level A** TA academic can access the Academic Promotion process to apply for promotion to Academic Level B, in line with UQ's standard [policies](#) and [procedures](#). The [promotions website](#) has a wide range of resources to support TA academics with the academic promotion process, including links to the application form.

Below is some tailored information to assist TA academics, their supervisor and Head of School in navigating the Academic Promotion process.

In the Promotion Application Form, performance will be assessed against activities in the Level B criteria in the 'Teaching' and 'Citizenship and Service' Domains.

TA academics should include a comment of N/A in their self-evaluation of the 'Research' and 'Supervision and Researcher Development' Domains.

In their assessment, Heads/Directors should also include a comment of N/A and a rating of Not Applicable for the 'Research' and 'Supervision and Researcher Development' Domains.

If a **Level B** TA academic would like to be considered for promotion, they will need to consider a transition to another academic category. This would be reviewed in accordance with policy and only if the organisational unit can accommodate it within the workforce profile.

# TA Academics and the IAP

Individual Activity Profiles (IAPs) are visual representations of the key indicators of an individual's academic activity across areas such as teaching, research, HDR supervision and service/engagement. The data is drawn from existing corporate systems (where available) and is placed together in one easily accessible location.

Given the workload mix of TA academics, some of the tabs in the IAP will not be applicable to them. It is important to note that there is no expectation for TA academics to have outputs in those areas (e.g. HDR, Grants). TA academics should speak with their supervisor or Head of School if they are unsure of their expected academic outputs.

More information about IAPs can be found at the [Individual Activity Profiles \(IAPs\) website](#).

The [APD](#), [Academic Probation](#), and [Academic Promotion](#) websites outline how each process utilises the IAP.

[Access the IAP here](#)



# Human Resources

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