

## EXAMPLES OF ACADEMIC WORK FOR TEACHING FOCUSED SCHOLARS

The activities listed below are examples of academic work appropriate for each career stage. The lists should not be considered prescriptive. Academic roles are unique and shaped by School and discipline requirements. Further advice about activities relevant to your discipline is best sought from academic leaders from within the discipline.

### LEARNING AND TEACHING CATEGORY

CAREER STAGE	LEVEL A / B	LEVEL C <i>In addition to earlier career stage:</i>	LEVEL D / E <i>In addition to earlier career stages:</i>
TEACHING EXCELLENCE	<p>Select and implement appropriate learning, teaching and assessment methods for units.</p> <p>Ensure teaching and learning activities and content meets intended learning outcomes.</p> <p>Problem solve issues that may affect teaching delivery and the student experience.</p> <p>Contribute to the development of new learning and teaching methods, tools.</p> <p>Prepare and mark assessments in a timely manner.</p> <p>Contribute to evidenced based review and improve processes for unit / course.</p> <p>Identify own learning needs, plan ongoing professional learning in relation to teaching role.</p> <p>Develop professional / clinical skills.</p> <p>Plan and advocate for resourcing/ infrastructure as relevant.</p> <p>Develop knowledge of University learning and teaching activities and services e.g. CLT services.</p>	<p>Design and review units in the context of course, accreditation and/or industry / profession requirements.</p> <p>Collaboratively plan appropriate method to introduce course / unit changes.</p> <p>Oversee course management and quality assurance and improvement processes.</p> <p>Design and oversee student projects and/or Work Integrated Learning placements.</p> <p>Manage and mentor teaching teams effectively.</p> <p>Continue to develop in depth knowledge of discipline area.</p> <p>Keep up to date with innovations in teaching practices in the discipline, and discuss these innovations with colleagues.</p> <p>Participate in development of learning activities to enhance the student experience.</p>	<p>Successfully lead the design, development and review of teaching programs.</p> <p>Lead the strategic development of courses and other learning and teaching initiatives to enhance the student experience.</p> <p>Provide guidance to other academic staff on learning and teaching issues.</p> <p>Provide effective line management of learning and teaching staff, including performance management.</p> <p>Demonstrates successful course / program management and development through data, e.g. student enrolment, retention, completions, awards.</p>
TEACHING SCHOLARSHIP	<p>Develop knowledge of relevant pedagogical research.</p> <p>Reflect on own teaching performance, feedback to students and mentoring, to develop own teaching practices.</p>	<p>Actively engage with research to support transformations in teaching and learning.</p> <p>Active involvement in peer review, benchmarking of teaching, learning and assessment activities.</p> <p>Engage in research in teaching and learning, and communicate research findings within the University and externally as relevant.</p>	<p>Demonstrate esteemed teaching scholarship profile.</p> <p>Disseminates findings of pedagogical and/or professional / clinical research through quality publications.</p> <p>Lead debate on improving teaching quality, and advocate own innovations.</p>

CAREER STAGE	LEVEL A / B	LEVEL C <i>In addition to earlier career stage:</i>	LEVEL D / E <i>In addition to earlier career stages:</i>
TEACHING IMPACT AND ENGAGEMENT	<p>Contribute to the School's internal seminar program / networking.</p> <p>Develop external relationships with industry / profession to inform course development.</p> <p>Develop understanding of industry / profession context, trends, projected skills requirements of graduates.</p>	<p>Lead / support academic networking groups in discipline and related disciplines.</p> <p>Contribute to public discourse on educational topics, through networks or media.</p> <p>Support organisation of academic meetings, e.g. national conference.</p> <p>Participate in industry / profession networks and conferences.</p> <p>Mentor other academic staff as appropriate.</p>	<p>Esteemed academic profile with high profile (inter)nationally in discipline and/or industry / profession.</p> <p>Lead and mentor other academic staff in their learning and teaching practices.</p> <p>Contribute to academic activities at other Universities, e.g. as an assessor, reviewer.</p> <p>Demonstrate leadership in public discourse on educational topics, through networks or media.</p> <p>Identify professional development needs of other academic staff, and source /encourage development activities.</p> <p>Sought as keynote speaker at significant conferences.</p> <p>Consulted as an expert by industry / profession.</p>

#### RESEARCH AND RESEARCH TRAINING CATEGORY (IF RELEVANT)

CAREER STAGE	LEVEL A / B	LEVEL C <i>In addition to earlier career stage:</i>	LEVEL D / E <i>In addition to earlier career stages:</i>
RESEARCH AND RESEARCH TRAINING	<p>Develop and maintain knowledge of discipline research areas.</p> <p>Contribute to research team activities, if relevant.</p> <p>Plan own research agenda with guidance from mentors.</p> <p>Supervises research students as appropriate.</p> <p>Develop knowledge of University research activities and services, e.g. Office for Research and Innovation services.</p>	<p>Apply for grants to further own discipline research.</p> <p>Continue development of own discipline research and publications.</p> <p>Displays track record of successful HDR and Honours completions.</p>	<p>Demonstrates track record of successful competitive grant applications.</p> <p>Esteemed and sustained publication record.</p> <p>Sustained history of successful HDR and Honours completions.</p> <p>Provide effective line management of research staff, including performance management.</p>

CAREER STAGE	LEVEL A / B	LEVEL C <i>In addition to earlier career stage:</i>	LEVEL D / E <i>In addition to earlier career stages:</i>
RESEARCH ACTIVITY METRICS	Collate data on own research outputs (quality, impact, income measures), and use data to inform future research activities. Contribute to successful HDR and Honours completions through effective supervision.	Demonstrates output levels appropriate for academic level and discipline.	Demonstrates an esteemed output level appropriate for a Level D Associate Professor or Level E Professor in a particular discipline.
RESEARCH IMPACT AND ENGAGEMENT	Establish connections with industry / profession to inform own research. Collaborate with research groups as appropriate.	Contributes to publication reviews. Mentor other academic staff as appropriate.	Leads research group to develop innovations. Disseminates research findings to discipline networks and/ or media.

### UNIVERSITY SERVICE CATEGORY

CAREER STAGE	LEVEL A / B	LEVEL C <i>In addition to earlier career stage:</i>	LEVEL D / E <i>In addition to earlier career stages:</i>
UNIVERSITY SERVICE	Develop awareness of issues and trends in higher education sector impacting on ECU. Represent the School / University as required. Co-ordinate academic activities appropriate for academic level, e.g. unit administration. Develop knowledge of ECU policies / initiatives, e.g. Athena SWAN pilot program, OHS. Supervision of sessional staff. Participate in Management for Performance (MPS) and plan professional development.	Co-ordinate academic activities appropriate for academic level, e.g. course / unit / research program administration activities. Maintain knowledge and advise on University policies and initiatives. Contribute to School / University committees and working groups. Membership of recruitment panel. Contribute to collaborative innovation, change and improvements across the University.	Lead / contribute to executive level School / University committees and working groups. Lead collaborative innovation, change and improvements across the University. Mentor senior colleagues when required. Lead School /discipline contribution to University's strategic priorities.