

# Teaching Expectations for Academic Staff

## **PART A: Teaching Expectations for Academic Staff**

This document describes the minimum teaching expectations required of all academic staff to meet the requirements of satisfactory academic performance within the Performance Review and Development Process.

## **PART B: Teaching Expectations for Academic Staff (Development Guidelines)**

This document describes the expectations on academic staff at all levels for learning and teaching. This section provides clear goals regarding knowledge, practice and professional learning aligned to key criteria and expectations at all academic levels. It will be of use to academics wishing to clarify teaching expectations for their level of appointment and staff wishing make a case for promotion in terms of teaching and learning.

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Approved by: Professor Andy Smith

Updated by: Associate Professor Nina Fotinatos

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# Part A: Teaching Expectations for Academic Staff

This document describes the minimum teaching expectations required of all academic staff to meet the requirements of satisfactory academic performance within the annual Performance Review and Development Process.

## Criterion 1: Design and planning of learning activities

Including but not limited to the following:

- Evidence of student-centred contemporary, innovative and online course and learning activity design and implementation
- Evidence of contemporary, innovative and online teaching practice enhancements informed by academic learning, teaching and/or discipline scholarly literature
- Evidence of peer review completion of all course descriptions prior to student release
- Evidence of Course Moodle shell enhancements, including timely release for staff and students 2 weeks prior to the commencement of the teaching period.

## Criterion 2: Teaching and supporting student learning

Including but not limited to the following:

- Evidence of formal student feedback based on the [Student Evaluation of Learning and Teaching \(SELT\)](#) mechanism at the end of each semester, with demonstrated improvements in the following questions: Question 1: Overall Teaching Quality; Question 3: Rate the Teacher Overall; Question 9: Overall Course Rating
- Evidence of engagement in a peer enhancement and/or community of practice feedback process (for example, through teaching teams)
- Evidence of meeting course, program and university expectations regarding communication with students
- Evidence of benchmarking courses with the [BOLD Learning and Teaching Practices \(Link\)](#) with identified areas of strengths and potential areas of improvements

## Criterion 3: Assessment and giving feedback to students on their learning

Including but not limited to the following:

- Evidence of constructive alignment of assessment tasks to the learning outcomes and a rationale on how the assessment contributes to both course and program learning outcomes.
- Evidence of student feedback provided on assessment practices in alignment with contemporary, innovative and online best practice .
- Evidence of assuring quality of learning through varied, contemporary, innovative and online assessment practices.

#### Criterion 4: Developing effective learning environments, student support and guidance

Including but not limited to the following:

- Evidence of positive feedback from students on level of engagement and learning experience
- Evidence demonstrating how staff have responded to student and peer feedback regarding learning environments within both Course Descriptions 'Closing The Loop' and as measured against the BOLD Learning and Teaching Practices (Note: Staff are encourage to seek feedback from Centre for Learning, Innovation and Professional Practice (CLIPP) representatives as part of peer feedback).
- Learning environments responds to and reflect an understanding of diverse and inclusive culture including Indigenous culture

#### Criterion 5: Integration of scholarship and professional activities with teaching and in support of learning

Including but not limited to the following:

- Staff to provide a statement of their student teaching and contemporary and innovative learning philosophy, its alignment with the curriculum, teaching practice and impact on student learning.
- Staff to provide clear indication of the teaching/research nexus as part of their contemporary, innovative and online teaching and learning practices

#### Criterion 6: Professional learning, self-reflection and evaluation to improve learning and teaching practice

Including but not limited to the following:

- Evidence of satisfactory progress on Graduate Certificate of Education (Tertiary Education) for new staff
- Evidence of engagement with the CLIPP professional learning opportunities aligned to contemporary, innovative and online learning and teaching practice
- Evidence of engagement with Professional Learning Modules (PLM), webinars, school and university communities of practice and short courses
- Evidence of engagement with Peer Enhancement of Learning and Teaching process ([Link to the current procedure](#)) or equivalent once every 2 years with a focus with contemporary, innovative and online learning and teaching practice
- Active participation in ratification of results and implementation of clear action regarding sustained and innovative improvements to enhance the student experience

## Part B – Teaching Expectations for Academic Staff (Development Guidelines)

This document describes the expectations on academic staff at all levels for teaching. It will be of use to academics wishing to clarify teaching expectations for their level of appointment and staff wishing make a case for promotion in terms of teaching and learning.

### Lecturer (Level A)

#### Criterion 1: Design and planning of learning activities

|                  | Teaching Knowledge  |  | Teaching Practice   | Professional Learning   |
|------------------|---|--|---|---|
| <b>Standards</b> | Apply content and industry related knowledge  | Provide leadership and responsibility  | Design, develop and implement practices underpinned by teaching quality indicators  | Engage in peer review teaching quality practices  |
|                  | Describe concepts, curriculum and structure of the learning content at the course level | Describe timely use of institutional systems and practices that support student learning and comply with course deliverables | Clearly align the Course Outline, Course Description and course learning environments to explicitly address key teaching quality indicators within the context of the contemporary, innovative and online | Align courses with <a href="#">BOLD Learning and Teaching Practices</a> and <a href="#">Course Description</a> template; Engage with <a href="#">Peer Enhancement Learning and Teaching (L&amp;T) Models</a> or similar; Complete relevant BOLD professional development offerings and/or <a href="#">professional learning modules</a> . |

#### Criterion 2: Teaching and supporting student learning

|                  | Teaching Knowledge   | Teaching Practice   | Professional Learning   |
|------------------|--|---|---|
| <b>Standards</b> | Apply student-centred learning strategies to transform learning  | Embed supportive student learning strategies into the learning environment  | Engage in peer review teaching quality practices  |
|                  | Describe student-centred learning principles within the entire student experience informed by contemporary, innovative and online teaching and learning practice | Define teacher personal and professional attributes that support student learning<br><br>Use strategies which are timely, inclusive, engaging and responsive within contemporary, innovative and online learning environments | Describe how professional learning and peer review increases awareness of high-quality teaching practices that support student learning; Engage with <a href="#">Peer Enhancement L&amp;T Models</a> or similar; Complete relevant BOLD professional development offerings and/or <a href="#">professional learning modules</a> . |

#### Criterion 3: Assessment and giving feedback to students on their learning

|                  | Teaching Knowledge  | Teaching Practice  |  | Professional Learning   |
|------------------|---|--|--|---|
| <b>Standards</b> | Assess student learning   | Provide high quality and timely feedback to students   | Make consistent and comparable judgements  | Engage in peer review teaching quality practices  |
|                  | Describe assessment strategies that assess student learning at the course level informed by contemporary, innovative and online teaching and learning practice<br><br>Comply with university student workload guidelines regarding assessment expectations and workload | Describe the process and procedures linked with timely and appropriate feedback to students relevant to their learning environment | Participate in <a href="#">moderation of assessment</a> (as described in the Higher Education Assessment Procedure that inform comparable judgements of learning | Engage with <a href="#">Peer Enhancement L&amp;T Models</a> (or similar) and <a href="#">Assessment 2020 (D Boyd)</a> ; Complete relevant <a href="#">BOLD professional development</a> offerings and/or <a href="#">professional learning modules</a> ; All courses must align with <a href="#">BOLD Learning and Teaching Practices</a> ; |

#### Criterion 4: Developing effective learning environments, student support and guidance

|                  | Teaching Knowledge   | Teaching Practice  | Professional Learning   |
|------------------|--|--|---|
| <b>Standards</b> | Create effective learning environment  | Develop and monitor learning environments that support diverse students  | Inclusive teaching environments, cultural responsiveness diversity, equity & supporting special needs   |
|                  | Describe various contemporary, innovative and online teaching and learning practices that cater for diverse learning environments, cohorts and modes of delivery (online, classroom, work placement etc) at the course level | Define key principles and practices of cultural diversity, equality, Indigenous culture;<br><br>Identify and direct students to appropriate institutional-wide support services relevant to needs and in varied transition stages; | Review relevant <a href="#">Internationalism of the Curriculum</a> case studies and demonstrate inclusive learning environments as relevant to your discipline.<br><br>Engage with <a href="#">Peer Enhancement L&amp;T Models</a> or similar; Clearly map, evaluate and report on how learning environments are meeting cultural, diverse and student special needs via teaching practice; |

#### Criterion 5: Integration of scholarship and professional activities with teaching and in support of learning

|                  | Teaching Knowledge  | Teaching Practice  |  | Professional Learning   |
|------------------|---|--|--|---|
| <b>Standards</b> | Integration of scholarship research into curriculum, and learning and teaching practices  | Engagement of students in pedagogically sound scholarship and discipline research  | Integration of scholarly professional development  | Peer review & engagement of Scholarship of Learning and Teaching (SoLT)   |
|                  | Describe the value of scholarship and research to inform contemporary, innovative and online teaching and learning practices                | Comprehend fundamental contemporary, innovative and online learning and teaching pedagogy that develops student understanding and experiences of research practice | Engagement with relevant professional development to further develop contemporary, innovative and online teaching and learning practices | Engage with RiSoLT ( <a href="#">Research into Research into Scholarship of Learning and Teaching</a> ) Hub or equivalent |
| <b>Standards</b> | Integration of professional expertise / practice within curriculum  |  |  | Integration of professional excellence within teaching practice   |
|                  | Identify and align assessment tasks within courses that are relevant to disciplinary professional practice (ie: case studies, lesson plans) |  |  | Identify disciplinary professional excellence to prepare students for engagement with contemporary professional practice  |

## Lecturer (Level B)

### Criterion 1: Design and planning of learning activities

|                  | Teaching Knowledge  |  | Teaching Practice   | Professional Learning  |
|------------------|---|--|---|--|
| <b>Standards</b> | Apply content and industry related knowledge  | Provide leadership and responsibility  | Design, develop and implement practice underpinned by teaching quality indicators   | Engage in peer review teaching quality practices   |
|                  | Explain how concepts, curriculum and structure align with <a href="#">BOLD Learning and Teaching Practices</a> , strategies at the course level | Describe cross-campus, school, program and course delivery strategies<br><br>Define situational leadership strategies relevant to leading course level teams | Implement mechanisms to monitor sustained practice of key teaching quality indicators at the course level that reflects contemporary, innovative and online teaching and learning practices;<br><br>Contribute to teaching quality indicator discussions/ innovations at the program level and implement these; Note: Refer to the <a href="#">Quality Indicators of Learning and Teaching</a> (QILT) website; <a href="#">Student Experience Questionnaire</a> . | Engage with continuous quality assurance activities and implement at course level;<br><br>Complete relevant <a href="#">BOLD professional development offerings</a> and/or <a href="#">professional learning modules</a> . |

### Criterion 2: Teaching and supporting student learning

|                  | Teaching Knowledge  | Teaching Practice   | Professional Learning   |
|------------------|---|---|---|
| <b>Standards</b> | Apply student-centred learning strategies to transform learning                                       | Embed supportive student learning strategies into the learning environment  | Engage in professional learning and peer review practices   |
|                  | Explain and monitor the impact of key student-centred learning practices embedded at the course level | Discuss, implement and evaluate a full range of supportive student learning strategies at various stages of course delivery (early, mid, late stage of delivery)<br><br>Interpret student feedback and demonstrate improvements (if required) based on contemporary, innovative and online teaching and learning practices<br><br>Lead and document program coordinator responsibilities and key outputs associated with teaching and supporting student learning | Engage with professional learning and constructive feedback from supervisors and peers to improve teaching practices that support student learning at the course level;<br><br>All courses must align with <a href="#">BOLD Learning and Teaching Practices</a> ;<br><br>Complete relevant <a href="#">BOLD professional development offerings</a> and/or <a href="#">professional learning modules</a> . |

### Criterion 3: Assessment and giving feedback to students on their learning

|                  | Teaching Knowledge  | Teaching Practice   |   | Professional Learning  |
|------------------|---|---|---|--|
| <b>Standards</b> | Assess student learning   | Provide high quality and timely feedback to students  | Make consistent and comparable judgements   | Engage in professional learning related to assessment and feedback   |
|                  | Explain, discuss, use and map informal, formal, diagnostic, formative and summative assessment strategies that assess the quality of student learning at the course level within the context of contemporary, innovative and online teaching and learning practices | Use timely, effective and appropriate feedback provided to students at the course level, relative to their learning goals and levels of achievement | Participate in <a href="#">moderation of assessment</a> (as described in the Higher Education Assessment Procedure activities that support consistent and comparable judgements of student learning at the course level | Engage with continuous quality assurance moderation of assessment activities at the course level via relevant <a href="#">moderation practices</a><br><br>Complete relevant <a href="#">BOLD professional development offerings</a> and/or professional learning modules |

#### Criterion 4: Developing effective learning environments, student support and guidance

|                  | Teaching Knowledge  | Teaching Practice  | Professional Learning   |
|------------------|---|--|---|
| <b>Standards</b> | Create effective learning environment   | Develop and monitor learning environments that support diverse students  | Inclusive teaching environments, cultural responsiveness diversity, equity & supporting special needs   |
|                  | Implement principles and strategies to support inclusive and engaging learning environments across different cohorts and modes of delivery at the course level within the context of contemporary, innovative and online teaching and learning practices; | <p>Explain how effective course level, learning environment design and implementation supports diverse students</p> <p>Summarise program level learning environment design concepts</p> <p>Demonstrate initiatives in supporting diverse students within contemporary, innovative and online teaching and learning practices</p> | <p>All courses must align with <a href="#">BOLD Learning and Teaching Practices</a>;</p> <p>Attend <i>Cultural Competency</i> training developed by Human Resources</p> <p>Engage in program level communities of practice relative to inclusive teaching environments;</p> |

#### Criterion 5: Integration of scholarship and professional activities with teaching and in support of learning

|                  | Teaching Knowledge  | Teaching Practice  |  | Professional Learning   |
|------------------|---|--|--|---|
| <b>Standards</b> | Integration of scholarship research into curriculum, and learning and teaching practices  | Engagement of students in pedagogically sound scholarship and discipline research  | Integration of scholarly professional development  | Peer review engagement of Scholarship of Learning and Teaching (SoLT)   |
|                  | Incorporate contemporary scholarship and research findings to develop curriculum within the context of contemporary, innovative and online teaching and learning practices  | Demonstrate pedagogically sound postgraduate supervision in order to support students to complete degrees in a timely manner | <p>Systematic participation of scholarly professional development.</p> <p>Emerging contribution to disciplinary professional development at the school level</p> | Identify and engage in peer review of course and/or program level teaching using a SoLT approach at the institutional level including completion of RiSoLT ( <a href="#">Research into Research into Scholarship of Learning and Teaching</a> ) modules or equivalent   |
| <b>Standards</b> | Integration of professional expertise / practice within curriculum  |  |  | <b>Integration of professional excellence within teaching practice</b>  |
|                  | <p>Modify curriculum to integrate disciplinary professional practice for student learning (ie: Work Integrated Learning) at the course level within the context of contemporary, innovative and online teaching and learning practices;</p> <p>Consult with industry partners to align curriculum with industry professional standards (ie: AITSL) at the course level.</p> |  |  | <p>Consistently support students' comprehension and development of professional excellence for engagement with industry stakeholders at the course level;</p> <p>Comprehensively prepare and support industry stakeholders for engagement with students and learning within the context of contemporary, innovative and online teaching and learning practices, at the course level</p> |

## Senior Lecturer (Level C)

### Criterion 1: Design and planning of learning activities

|           | Teaching Knowledge  |   | Teaching Practice   | Professional Learning   |
|-----------|---|---|---|---|
| Standards | Apply content and industry related knowledge  | Provide leadership and responsibility   | Design, develop and implement practice underpinned by teaching quality indicators   | Engage in peer review teaching quality practices  |
|           | Apply concepts, curriculum and structure with BOLD Learning and Teaching Practices at the program level within the context of contemporary, innovative and online teaching and learning | Develop cross-campus, school, program and course modal delivery strategies;<br><br>Use appropriate leadership frameworks to lead impactful change and program level enhancements within teams | Lead, implement and systematically evaluate innovative strategies linked to key teaching quality indicators at the program and discipline level aligned with varied learning contexts and learning technologies.<br><br>Lead and document program coordinator responsibilities and key outputs associated with designing and mapping learning activities at the program level | Engage with continuous quality assurance activities and implement improvements at the program level;<br><br>Complete relevant <a href="#">BOLD professional development</a> offerings and/or professional learning modules and <a href="#">Graduate Certificate of Education (Tertiary Education)</a> or equivalent |

### Criterion 2: Teaching and supporting student learning

|           | Teaching Knowledge   | Teaching Practice  | Professional Learning  |
|-----------|--|--|--|
| Standards | Apply student-centred learning strategies to transform learning  | Embed supportive student learning strategies into the learning environment   | Engage in professional learning and peer review practices  |
|           | Examine high level implementation, systematic evaluation and sustained impact of student-centred learning practices informed by scholarly practice embedded at the program level<br><br>Implement contemporary, innovative and online teaching and learning student support strategies consistently across several courses and/or programs | Plan, implement and evaluate supportive student learning strategies at the program and/or discipline level on a cyclic basis;<br><br>Lead program teams in embedding supportive student learning strategies aligned to contemporary, innovative and online teaching and learning practices | Apply professional learning and constructive feedback from both internal and external senior and peers stakeholders focuses on supporting student learning at the program and discipline level<br><br>Disseminate broader sustained practice within the context of contemporary, innovative and online teaching and learning practices |

### Criterion 3: Assessment and giving feedback to students on their learning

|           | Teaching Knowledge   | Teaching Practice   |  | Professional Learning  |
|-----------|--|---|--|--|
| Standards | Assess student learning  | Provide high quality and timely feedback to students  | Make consistent and comparable judgements  | Engage in professional learning related to assessment and feedback   |
|           | Construct and use contemporary, innovative and online assessment strategies that assess student learning and build student graduate attribute capabilities;<br><br>Mentor colleagues to evaluate student learning at program and discipline level using innovative and sustained methods | Use an informed scholarly range of strategies to provide targeted student feedback relevant to student needs at a program level and discipline level<br><br>Implement contemporary, innovative and online feedback mechanisms that provide evidence of student learning and enhanced practice | Lead <a href="#">moderation of assessment</a> (as described in the Higher Education Assessment Procedure) activities that support consistent and comparable judgements of student learning at the course level | Engage with continuous quality assurance assessment activities at the program level via the <i>Moderation Resource</i> guidelines;<br><br>Complete relevant <a href="#">BOLD professional development</a> offerings and/or <a href="#">professional learning modules</a> |



#### Criterion 4: Developing effective learning environments, student support and guidance

|                  | Teaching Knowledge   | Teaching Practice   | Professional Learning   |
|------------------|--|---|---|
| <b>Standards</b> | Create effective learning environment  | Develop and monitor learning environments that support diverse students   | Inclusive teaching environments, cultural responsiveness diversity, equity & supporting special needs   |
|                  | Apply principles to support inclusive and engaging learning environments across different cohorts and modes of delivery at the program level within the context of contemporary, innovative and online teaching and learning practices | Create and evaluate contemporary, innovative and online course and program level learning environments that are effective , provide streamlined student support and guidance for a range of diverse student cohorts and capitalise on effective learning technologies | <p>Complete <i>Mental Health</i> training or equivalent as provided by Human Resources;</p> <p>Engage with discipline level communities of practices relative to inclusive teaching environments;</p> <p>Demonstrate consistent course and program internal benchmarking and enhancements with the <a href="#">BOLD Learning and Teaching Practices</a>;</p> <p>Explore external benchmarking opportunities at the course and program level</p> |

#### Criterion 5: Integration of scholarship and professional activities with teaching and in support of learning

|                  | Teaching Knowledge   | Teaching Practice  |   | Professional Learning  |
|------------------|--|--|---|--|
| <b>Standards</b> | Integration of scholarship research into curriculum, and learning and teaching practices   | Engagement of students in pedagogically sound scholarship and discipline research  | Integration of scholarly professional development   | Peer review & engagement of Scholarship of Learning and Teaching (SoLT)  |
|                  | <p>Draw upon contemporary and innovative scholarship and discipline research to lead curriculum and pedagogical enhancements at the program and disciplines level across the University.</p> <p>Demonstrate effective program level coordination and lead the development of new innovative programs to meet innovative and new multidisciplinary markets and partner arrangements</p> | Demonstrate contemporary, scholarly informed leadership practices that develop undergraduate innovative curriculum which engages students in scholarship and discipline research programs and projects | Established contribution to scholarly and/or disciplinary professional development within the institution and at the emerging national level. | <p>Undertake a peer review of key program and/or discipline level teaching practices using a contemporary scholarly approach, relevant at a national level</p> <p>Contribute to RiSoLT (<a href="#">Research into Research into Scholarship of Learning and Teaching</a>), modules or equivalent and disseminate practice at the course, program, school and institutional level</p> |
| <b>Standards</b> | Integration of professional expertise / practice within curriculum   |  |   | Integration of professional excellence within teaching practice  |
|                  | <p>Consistently map and review contemporary, innovative and online curriculum at the course and program level with a focus on disciplinary professional excellence</p> <p>Develop sustained internal and external partnerships with local and national industry stakeholders for mutual benefit of student learning and industry engagement</p>  |  |   | <p>Identify and integrate professional excellence within contemporary, innovative and online learning and teaching pedagogy;</p> <p>Demonstrate sustained innovation and involvement with industry stakeholders regarding student supervision at the course and program level</p>  |

## Associate Professor (Level D)

### Criterion 1: Design and planning of learning activities

| Standards | Teaching Knowledge   |   | Teaching Practice   | Professional Learning   |
|-----------|--|---|---|---|
|           | Apply content and industry related knowledge   | Provide leadership and responsibility   | Design, develop and implement practice underpinned by teaching quality indicators   | Engage in peer review teaching quality practices  |
|           | Lead school-wide initiatives underpinned by robust scholarly practice that aligns with the <a href="#">BOLD Learning and Teaching Practices</a> at the school level within the context of contemporary, innovative and online practice | Examine and critique program and school level multi-modal initiatives for improved efficiencies<br><br>Coordinate effective and impactful leadership teams with demonstrated outcomes to contemporary, innovative and online learning and teaching practice | Lead, implement and systematically evaluate innovative strategies aligned to key teaching quality indicators at the school and institutional level, aligned with contemporary, innovative and online learning and teaching practice and learning technologies | Collaborate in external peer review national quality assurance processes and benchmarking activities at the course, program, discipline and curriculum level that demonstrate contemporary, innovative and online discipline best practice<br><br>Develop and engage with relevant <a href="#">BOLD professional development</a> offerings and/or <a href="#">professional learning modules</a> |

### Criterion 2: Teaching and supporting student learning

| Standards | Teaching Knowledge   | Teaching Practice  | Professional Learning  |
|-----------|--|--|--|
|           | Apply student-centred learning strategies to transform learning  | Embed supportive student learning strategies into the learning environment   | Engage in professional learning and peer review practices  |
|           | Design and lead teaching teams in the implementation of sustained student-centred, contemporary, innovative and online learning practices recognised at the school and institutional | Create and lead teaching teams to implement and evaluate sustained supportive student learning strategies at the school and institutional level in line with discipline and sector best practice | Examine professional learning and constructive feedback from external stakeholders to improve teaching practices that support student learning at the institutional and/or cross-institutional level<br><br>Engage in external benchmarking practices regarding contemporary, innovative and online teaching practice that supports student learning |

### Criterion 3: Assessment and giving feedback to students on their learning

| Standards | Teaching Knowledge  | Teaching Practice   |   | Professional Learning   |
|-----------|---|---|---|---|
|           | Assess student learning   | Provide high quality and timely feedback to students  | Make consistent and comparable judgements   | Engage in professional learning related to assessment and feedback  |
|           | Construct, lead and evaluate school and institutional assessment policies, procedures and practices that underpin quality assessment design, moderation, academic integrity and effective student feedback strategies | Create and lead communities of practice that implement and evaluate high impact and innovative student feedback strategies at the discipline and school level | Design and lead communities of practice that implement <a href="#">moderation of assessment</a> (as described in the Higher Education Assessment Procedure) | Collaborate, participate and critique assessment and moderation practices at program, discipline and school level via internal and external national benchmarking |

#### Criterion 4: Developing effective learning environments, student support and guidance

|                  | Teaching Knowledge   | Teaching Practice   | Professional Learning  |
|------------------|--|---|--|
| <b>Standards</b> | Create effective learning environment  | Develop and monitor learning environments that support diverse students   | Inclusive teaching environments, cultural responsiveness diversity, equity & supporting special needs  |
|                  | Design, implement and evaluate contemporary, innovative and online sustained engaging learning environments, through communities of practice at the discipline level | Lead the implementation and evaluation of contemporary, innovative and online learning environments at the school and university level, that supports diverse students' progression<br><br>Impact recognized at institutional level | Collaborate, participate and critique teaching and learning environments based on discipline or student diverse needs aligned with best practice scholarly frameworks<br><br>Engage with national benchmarking initiatives |

#### Criterion 5: Integration of scholarship and professional activities with teaching and in support of learning

|                        | Teaching Knowledge   | Teaching Practice   |  | Professional Learning  |
|------------------------|--|---|--|--|
| <b>Standards (5.1)</b> | Integration of scholarship research into curriculum, and learning and teaching practices   | Engagement of students in pedagogically sound scholarship and discipline research   | Integration of scholarly professional development  | Peer review & engagement of Scholarship of Learning and Teaching (SoLT)  |
|                        | Build upon contemporary and innovative scholarship and discipline research to lead / contribute to new national scholarship about learning and teaching practices within the institution   | Demonstrate scholarly informed leadership to coordinate undergraduate and postgraduate curriculum that engages students in scholarship and discipline research programs / projects within the instruction | Leadership of scholarly / disciplinary professional development within the institution.<br><br>Established contribution to national / international professional development regarding to contemporary, innovative and online learning and teaching practice | Participate in external benchmarking of SoLT practices at the institution and national level<br><br>Mentorship of colleagues within the institution for SoLT engagement<br><br>Contribute to RiSoLT ( <a href="#">Research into Research into Scholarship of Learning and Teaching</a> ), modules lead communities of practice through sustained innovative delivery |
| <b>Standards (5.2)</b> | Integration of professional expertise / practice within curriculum   |   |  | Integration of professional excellence within teaching practice  |
|                        | Leadership of impactful curriculum mapping and innovation that integrates professional practice across programs at the school level<br><br>Engage with peer recognition by industry stakeholders of established relationships that integrate professional excellence within programs, the school and institutional level |   |  | Sustained integration and development of contemporary, innovative professional excellence within learning and teaching pedagogy across multiple delivery modes<br><br>Provide leadership in the provision of professional development and learning sessions for industry stakeholders and supervisory staff within school and local organisations                    |

## Professor (Level E)

Note: The expectations relate to an academic who has a focused role on learning and teaching (ie intensive academic promotion based on learning and teaching)

### Criterion 1: Design and planning of learning activities on

|           | Teaching Knowledge   |   | Teaching Practice   | Professional Learning  |
|-----------|--|---|---|--|
| Standards | Apply content and industry related knowledge   | Provide leadership and responsibility   | Design, develop and implement practice underpinned by teaching quality indicators   | Engage in peer review teaching quality practices   |
|           | Create and lead multi-discipline specific contemporary, innovative and online learning and teaching innovations recognised at the industry and national, level | Lead multi-disciplinary teams that construct, evaluate and disseminate high impact, sustained innovation nationally | Lead, implement, evaluate and disseminate contemporary, innovative and online strategies linked to key teaching quality indicators at the national and external industry level<br><br>Lead demonstrated BOLD Learning and Teaching Practices benchmarking at school level that has had a significant impact of student and staff experience | Collaborate in external peer review international quality assurance processes and benchmarking activities at the course, program, discipline and curriculum level<br><br>Disseminate exemplar practice of contemporary, innovative and online course design and learning activities at the institutional, national and international level |

### Criterion 2: Teaching and supporting student learning

|           | Teaching Knowledge   | Teaching Practice  | Professional Learning   |
|-----------|--|--|---|
| Standards | Apply student-centred learning strategies to transform learning  | Embed supportive student learning strategies into the learning environment   | Engage in professional learning and peer review practices   |
|           | Design and lead teaching teams in the implementation of sustained student-centred, contemporary, innovative and online learning practices recognised at the national level | Create and lead teaching teams to implement, evaluate and disseminate contemporary and innovative supportive student learning practices at the institutional and/or national level | Implement, evaluate and disseminate the impact of innovative institutional and cross-institutional initiatives that support student learning within the context of contemporary, innovative and online learning environments<br><br>Engage in external sustained benchmarking practices |

### Criterion 3: Assessment and giving feedback to students on their learning

|           | Teaching Knowledge   | Teaching Practice   |  | Professional Learning  |
|-----------|--|---|--|--|
| Standards | Assess student learning  | Provide high quality and timely feedback to students  | Make consistent and comparable judgements  | Engage in professional learning related to assessment and feedback   |
|           | Create, implement, evaluate and disseminate sustained institutional and cross-institutional level innovation regarding assessment <i>for</i> learning and assessment <i>of</i> learning via formal and informal means<br><br>Demonstrated contemporary, innovative and online assessment sustained initiatives that significantly impact sustained student learning approaches | Construct and lead teaching teams that implement and evaluate sustained contemporary, innovative and online learning student feedback innovative strategies that enhance learning | Design and lead communities of practice that implement <a href="#">moderation of assessment</a> (as described in the Higher Education Assessment Procedure) that are sustained across disciplines, schools and the institution | Create, lead and disseminate assessment and feedback innovation;<br><br>Critique within national benchmarking practices; |

#### Criterion 4: Developing effective learning environments, student support and guidance

|                  | Teaching Knowledge   | Teaching Practice  | Professional Learning   |
|------------------|--|--|---|
| <b>Standards</b> | Create effective learning environment  | Develop and monitor learning environments that support diverse students  | Inclusive teaching environments, cultural responsiveness diversity, equity & supporting special needs   |
|                  | Create and lead institutional policies, procedures and practices that influence sustained practice, evaluation and monitoring of effective contemporary, innovative and online learning environments | Construct, implement, evaluate, disseminate and lead innovative institutional-wide innovative learning environment design and strategies that supports diverse students<br><br>Impact recognized at national level | Mentor individuals and teaching teams to implement sustained innovation that supports student diversity, student transition and learning communities at the national and/or international level<br><br>Lead relevant <a href="#">BOLD professional development</a> offerings and/or <a href="#">professional learning modules</a> delivery across the institution |

#### Criterion 5: Integration of scholarship and professional activities with teaching and in support of learning

|                        | Teaching Knowledge  | Teaching Practice  |   | Professional Learning  |
|------------------------|---|--|---|--|
| <b>Standards (5.1)</b> | Integration of scholarship research into curriculum, and learning and teaching practices  | Engagement of students in pedagogically sound scholarship and discipline research  | Integration of scholarly professional development   | Peer review & engagement of Scholarship of Learning and Teaching (SoLT)  |
|                        | Interpret scholarship and discipline research to demonstrate a sustained and established leadership of contributions to innovative learning and teaching practices at the national, international and sector level.   | Demonstrates a sustained commitment to innovative and impactful scholarly informed leadership across institutions at the discipline national, international and sector level | Leadership of scholarly and disciplinary professional development at the national and international level.<br><br>Establishment of organisational strategies for integration of scholarly professional development within the institution with varied impacts and outputs | External, sustained benchmarking of SoLT practices at the discipline, national, international and sector level<br><br>Contribute to RiSoLT ( <a href="#">Research into Research into Scholarship of Learning and Teaching</a> ) modules lead communities of practice through sustained innovative delivery                         |
| <b>Standards (5.2)</b> | Integration of professional expertise / practice within curriculum  |  |   | Integration of professional excellence within teaching practice  |
|                        | Sustained leadership and development of organisational policies that demonstrates integration of professional practice within curricula across the school / discipline.<br><br>Peer recognition by industry stakeholders of established relationships that integrate professional excellence in programs the school |  |   | Sustained leadership within programs, schools, institutional and the sector to enhance integration of professional excellence across multiple delivery modes<br><br>Sustained leadership of professional development sessions for industry stakeholders and senior school, institutional, national and international organisations |

## Criteria and Indicative Evidence Descriptions (Examples)

### Criteria 1: Design and planning of learning activities

This criterion focuses on contemporary, innovative and online planning and preparation of high quality curriculum including activities and resources at the course and program level. It also includes coordination and leadership at various levels (course/program/discipline/school).

#### Indicative Evidence

- Benchmarking of Course Outlines, Course Descriptions and Moodle shells in alignment with the BOLD Learning and Teaching Practices
- Institutional and/or external benchmarking and peer enhancement activities and reflections
- Reflective responses to valid student feedback gathered through varied methodologies
- Industry or external independent evaluation of course learning activities and associated resources
- Completion of relevant [BOLD professional development](#) offerings, and [professional learning modules](#); [Peer Enhancement of Learning and Teaching](#) Models or equivalent
- Graduate Certificate of Education (Tertiary Education) completion where staff lacks formal teaching qualifications
- External peer recognition and/or review of impact of contemporary, innovative and online curriculum at a course, program, or discipline level
- Strong evidence of leadership activity linked to impact and sustained scholarship
- Comprehensive explanation of impact of mentoring at the institutional and/or national level in areas such as awards, citations and grants for innovative practice
- Peer feedback/expert peer review (senior staff) on innovative course and program design

### Criteria 2: Teaching and supporting student learning

This criterion focuses on factors that influence quality teaching such as teacher professional and personal attributes, student-centred learning practices, assessment, feedback and strategies supporting student engagement.

#### Indicative Evidence

- Student survey feedback regarding strategies that supported student learning
- Student feedback via alternative methods including focus groups,
- Student feedback regarding the level of engagement, connection and scaffolded support process throughout the course and/or program
- Postgraduate student grades and timely completion including extract from bodies of work
- Systematic monitoring of student learning outcomes through data dashboards or equivalent
- Mapping evidence of practice to professional, discipline and national learning and teaching standards (Refer to national Quality Indicators of Learning and Teaching)
- Adoption of innovation by others; Impact of innovation/initiative within university or wider sector
- Impact of mentoring on peers or colleagues for a sustained period of time (3 years)
- Recognition from university national and international peers, committees, experts in the field
- Successful awards/grants/ fellowships application at the university, national (inter), discipline level
- Peer review and personal responses/reflections to the review and practices of contemporary, innovative and online learning and teaching practices
- Systematic records of embedding contemporary and innovative online learning and teaching practice that supports student learning and sense of belonging

### Criteria 3: Assessment and giving feedback to students on their learning Assessment and giving feedback to students on their learning

This criterion focuses on the design and execution of assessment tasks that are aligned with student learning outcomes, together with provision of appropriate and timely feedback.

#### Indicative Evidence

- Course Descriptions with adherence to assessment tasks guidance including marking criteria
- Student survey feedback regarding assessment and examples of feedback mechanisms provided to students
- Student feedback via alternative methods including focus groups
- Assessment extracts demonstrating contemporary and innovative assessment practices
- Impact of the improve practice relative to assessment and moderation of assessment practices
- Peer review feedback regarding assessment task design and impact on student learning .
- Examples of innovative assessment tasks including reflection on implementation
- Examples of standards of student learning in a variety of context and tasks
- Data evidencing impact of assessment innovation on sustained student learning and overall program achievement
- Innovation aligned to meeting university and sector academic integrity expectations and building sustained practice across courses, programs and disciplines

#### Criteria 4: Developing effective learning environments, student support and guidance

This criteria relates to activities related to the creation of an engaging, contemporary, innovative and online learning environment for students, including the following: Supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.

##### Indicative Evidence

- Student survey feedback regarding developing effective learning environments that are inclusive and offer guidance for diverse student cohorts
- Staff self-reflection and responses to student feedback
- Informal unsolicited student, peer, institutional leader, external and expert stakeholder feedback regarding contemporary practice
- Details of role and engagement in learning communities of practice (formal or informal)
- Use of learning analytics showing student engagement with curriculum and co-curricular support services
- Completion certificate of professional learning opportunities (such as Professional Learning Modules) and new innovative and influence on effective learning environment design
- Systematic development and expansion of learning environments that interlink with industry, professional expertise and global resources that demonstrate accessibility and inclusivity
- Case study examples of contemporary, innovative and online student support strategies that are embedded throughout the learning journey towards successful student engagement
- Reports and use of dashboards evaluating the effectiveness of targeted student support interventions on student retention and progression at the course and program level
- Feedback from peers or students mentored regarding developing innovative learning environments
- Examples of leadership role and outcomes associated with developing innovative learning environments
- Evidence of use of contemporary and innovative learning resources which align with sector and university copyright expectations towards positive academic integrity planning

#### Criteria 5: Integration of scholarship and professional activities with teaching and in support of learning

##### Standard 5.1

##### Indicative Evidence

- Curriculum practices demonstrating scholarship integration (ie: research orientated tasks)
- Student feedback indicating preparation / support to undertake / excel at scholarly practice
- Peer recognition of contemporary, innovative and online adoption of scholarly informed curriculum and pedagogy
- Applications for teaching grants/awards demonstrating sound integration of scholarship in context with contemporary, innovative and online learning and teaching practice
- Details of impact of contributions, co-authorship, authorship of publications, presentations, or workshops about scholarship / teaching-research nexus
- Invitations to contribute to SoLT-based teaching across courses/programs/schools/sector that highlights contemporary, innovative and online learning and teaching practice
- Invitations for assessor positions that recognise disciplinary / scholarly expertise

##### Standards 5.2

##### Indicative Evidence

- Excerpts of course material demonstrating integration of professional standards/ excellence
- Feedback provided by students that demonstrate enhancement of professional experience
- Examples of preparatory information sessions to guide industry partner-student engagement
- Feedback by industry partners highlighting satisfaction of student preparation for work-based experiences
- Self / peer / industry reviews of professional excellence / contemporary, innovative and online practice integration (where appropriate).
- Peer recognition by industry stakeholders of course / program / school relationships
- Excerpts of contemporary, innovative and online curriculum material indicating alignment between professional excellence and student learning outcomes
- Feedback from industry partners indicating the efficacy of courses / programs in preparing graduates for professional practice across a variety of delivery methods
- Reflective journaling that articulate development of personal teaching practice that aligns to contemporary, innovative and online professional excellence
- Teaching portfolio demonstrating reflective practice and systematic improvements aligned to key teaching quality indicators
- Liaison with Professional bodies/industry and employer regarding curriculum development