

FLINDERS UNIVERSITY

Applications for Transfer to an EDUCATION-FOCUSED role

GUIDELINES - for applicants and their School Deans¹

I: PURPOSE

These Guidelines provide advice about the process for making an application to transfer to an Education-focused Role.

The key documents for this process are: the [Flexibility in Academic Work policy](#) plus the Application Form and these Guidelines (which are available from the policy link). You may also be interested in the Education-focused Roles Q&As (also available from the policy link). Other relevant documents include: the [Academic Profiles](#); and the Position Description Template for Education-focused Roles (available from [HR forms](#), under *Recruitment*).

II: APPLICATIONS

Please use the *Application Form for Transfer to an Education-focused Role* to prepare your application for consideration by the Specialised Academic Appointment Committee. The purpose of this document is to provide you with further information that may be of assistance to you when you are preparing your application and discussing it with your supervisor.

Note: Early Career Academics and staff members serving their probationary periods are not normally eligible to make an application (clauses 3.2 and 3.3 of the Flexibility in Academic Work Policy).

III: THE CASE FOR TRANSFER [Section 2 of the Application form]

You are encouraged to:

- review the Supplementary Guidelines for Education-focused roles (see Flexibility in Academic Work Policy, Schedule A);
- review the relevant School- or Faculty- or University-level strategic plan and
- contact your Dean of School (and other direct supervisor, as appropriate) early on to discuss your intention to apply, to ascertain the potential and opportunity for you to undertake an education-focused role in the School and to discuss your career plans.

Past achievements in teaching and the scholarship of teaching [Section 2.1]

- Looking back – how would you describe your contributions to teaching and learning at Flinders University and how would you articulate (and evidence) your claims to quality in education, teaching and the scholarship of teaching relative to the academic classification level (i.e. Level A - E) that you currently occupy? In framing your response, as noted above you are encouraged to review the expectations for the Education-focused role set out in the Flexibility in Academic Work Policy.
- It would be helpful to your application to provide summary information of your teaching activities over a suitable period, say, the last three years, and to provide a summary of SETs results. See the templates provided (see attachment 1).
- It would also be advantageous to provide information about any other evidence of your success in teaching, such as: results of peer evaluation of teaching; teaching awards; publications related to the scholarship of teaching; other external validation of contributions to teaching, etc.

Please also attach an up-to-date copy of your CV.

[Page limit: one A4 page. Summaries of teaching activities / SET results using the templates attached or similar, and the CV, are additional to this limit.]

¹ Staff who are not based in a School please note that: "School" and "Faculty" means your area and cost centre, respectively; "School Dean" means your immediate supervisor; and "Executive Dean" means your supervisor's line manager.

Looking forward - how would your transfer to an education-focused role enhance your School's ability to achieve its objectives? [Section 2.2]

- Looking forward – how do you anticipate that your contributions within the School/discipline would change as a consequence of your transfer to an Education-focused role including:
 - how this would assist your School/Faculty to achieve its goals and
 - how the opportunity to undertake an Education-focused role would better reflect your skills, academic experience and aspirations.

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Please note:

From the Flexibility in Academic Work Policy, undertaking an Education-focused role means undertaking *“...additional teaching responsibilities including a greater level of participation in the teaching of programs in general (compared to staff in teaching and research roles), for example: a greater number of topics taught and more teaching in flexible mode or / intensive mode or / outside of standard semester times; teaching in regional and international settings. An important issue in configuring education-focused roles is the need to demonstrate further levels of activity in terms of teaching in the time that would be available for research (for staff in teaching and research roles), as well as determining the results of that effort in terms of quality and quantity. It will not be sufficient to undertake a “normal” teaching load in an enhanced manner, as there will need to be additional teaching responsibilities carried out.”* [Source: Flexibility in Academic Work Policy, Schedule A]

It will be important for you to draw out how your proposal meets this expectation. In addition, please include an explanation of how you would envisage the distribution of your work across the calendar year, including semester and non-semester periods.

In addition, in section 3.1 of the Application Form, your Dean of School must specify and quantify the teaching you would be expected to undertake, and the other ways that you will contribute to teaching and learning in your School (and indicate how this is beyond that which would be expected of a conventional “teaching and research” academic member of staff).

Professional development as an educator [Section 2.3]

- In framing your response to this section you are encouraged to refer to [Key Strategy 4: Valuing Quality in Teaching in the University's Strategic Plan](#).
- What steps would you take to further improve the quality of your teaching?
- How do you see yourself developing your scholarship of teaching in the context of your School's needs and as relevant to your discipline area?
- What are your professional development plans?

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Term of appointment sought [Section 3.3]

Appointment to an Education-focused role will be normally for a specified period of at least three years and is renewable at the end of the period.

Your Dean of School must indicate the proposed period of appointment and the commencement date. It is expected that successful applicants would normally commence their new role at an appropriate effective date early in 2012.

It is possible to seek a transfer on an ongoing basis; however, a special case would need to be made to the Vice-Chancellor (as provided for in clause 5.6 of the Flexibility in Academic Work Policy).

IV: APPROVAL OF APPLICATIONS

Assessment and support – Dean of School / Recommendation – Executive Dean [Sections 3 and 4]

For your application to be considered by the Specialised Academic Appointment Committee, it must have the support of your Dean of School and Executive Dean.

In section 3.2 your School Dean is asked to provide a brief assessment of:

- your claims to quality as a teacher;
- the potential and opportunity for you to deliver on the range of teaching-related activities beyond that which would be expected of a conventional “teaching and research” academic member of staff as described in your application;
- the potential for the transfer to assist the School in achieving its goals;
- your professional development plans; and
- any other aspects of your case, as appropriate (for example, where it is proposed that the transfer be on an ongoing basis).

Approval by the Specialised Academic Appointments Committee

To ensure equity and consistency of application of the Framework for Flexibility in Academic Work Policy, the transfer of an existing academic staff member to an Education-focused role requires approval of the Specialised Academic Appointments Committee (see clause 5 of the Policy).

The deadlines for applications to be considered by the Committee will be advised from time to time.

V: FURTHER INFORMATION

General information about the process may be obtained from Human Resources (from Jane Bromley or from the Senior HR Consultant for your area - contact details are available [here](#)). For all other information – please contact your School Dean/immediate supervisor.

Please note that the approval of a proposal to transfer to an Education-focused role will trigger the need to develop an appropriate Position Description. A PD template for Education-focused roles is available [HR forms](#) (under *Recruitment*).

SUMMARY OF TEACHING AND RELATED DUTIES**1 Undergraduate Teaching**

	Year	Year	Year	etc
Semester 1 and/or 2 (please indicate) For each topic taught in the semester, please specify:				
Topic No/Year Level •Topic Name •No of students •Nature of contribution e.g. lectures, tutorials, lab classes, Topic Convenor/ Course Co-ordinator •Was a SET administered: Y/N •Is a SET attached: Y/N If Y: for which segment/s e.g. Lectures/Tutorials/Workshops				
Etc				

2 Postgraduate Teaching

	Year	Year	Year	etc
Semester 1 and or 2 (please indicate) For each topic taught in the semester, please specify				
Topic No/Year Level •Topic Name •No of students •Nature of contribution e.g. lectures, tutorials, lab classes, Topic Convenor, Course Coordinator • Was a SET administered: Y/N •Is a SET attached: Y/N If Y: for which segment/s e.g. Lectures/Tutorials/Workshops				
Etc				

3 Honours/Postgraduate Research Supervision

	Year	Year	Year	etc
Semester 1 Number of Honours students Number of Postgraduate Research students				
Semester 2 Number of Honours students Number of Postgraduate Research students				

Note: These summaries may run on to subsequent pages as necessary.

SUMMARY OF STUDENT EVALUATION OF TEACHING (SET) RESULTS

Topic number				
Year				
No of students enrolled in topic				
No of students responding per topic				
Standard Questions	Mean Score	Mean Score	Mean Score	Mean Score
01 (The teacher) exhibited sound knowledge of the topic				
02 This person was well organised				
03 This person showed enthusiasm for encouraging student learning				
04 This person showed concern for students				
05 This person encouraged student participation in learning activities				
06 This person gave clear explanations				
07 This person stimulated my interest in learning in this topic				
08 This person was accessible for consultation (e.g. questions, calls, emails etc.)				
09 This person showed respect for students' views and opinions				
10 This person had a realistic appreciation of the time and effort required to complete my work				
11 Overall, this person is effective as a university teacher				
Any additional questions used (please list below)	Mean Score	Mean Score	Mean Score	Mean Score

Note: (i) This form may be adapted to reflect any reordering of question numbers on the actual SET.
(ii) This summary may run on to subsequent pages if necessary.