



Academic Promotion

a guide to evidence about teaching

JANUARY 2009

Academic Promotion - **All applicants**

The high quality of teaching by UOW academics has ensured that UOW is nationally recognised as a leading Australian university for teaching excellence.

Success in teaching needs to be demonstrated by all promotion applicants who have teaching responsibilities, regardless of whether they rank teaching 1, 2, 3 or 4 in their application. See <https://intranet.uow.edu.au/pods/acpromotion/> for policies and procedures.

Compulsory evidence for roles with a teaching component

Professional development

- University Learning and Teaching course (ULT) completion/exemption report
<http://www.uow.edu.au/asd/ULT/index.html>

Student evaluation

- 4-6 UOW Teacher Evaluations*
<http://www.uow.edu.au/asd/tsse/index.html>

Reflection

- One-page reflective commentary on teaching evidence

Optional evidence for teaching roles

Peer Evaluation

- UOW Peer Observation of Teaching (maximum of 2 reviews – one internal and one external)
<http://www.uow.edu.au/asd/PeerReview/index.html>

* In certain limited circumstances, all or some UOW Teacher Evaluations may be replaced by UOW Peer Observations of Teaching or UOW Peer Reviews of Educational Practice. This can be arranged if an academic has no teaching responsibilities with students (or too few classes) in which to collect UOW Teacher Evaluations. Currently this applies only to Academic Services Division and some Graduate School of Medicine academics.

People in other areas who genuinely can't carry out sufficient UOW Teacher Evaluations may apply through their Dean to the Chair of the Promotions Committee to substitute UOW Peer Observations of Teaching.

Please note: having left it too late to organise evaluations is not a valid reason.

Academic Promotion - Applicants ranking teaching highly

At all levels of academic progression, teaching can be ranked highly. As academics progress through promotion levels, those who rank teaching first take increasing leadership of teaching, have a greater ambit of influence and make a higher level of contribution to teaching-related activities. Associate Professors should have a significant impact within the university as well as, for example, national or international recognition in at least one area of teaching activity.

A range of evidence can be used to support applications. Some helpful ideas are given below, but please note this document isn't intended as a checklist. There is no set formula for success in teaching. Committees judge each application on its merits, weighing up the mix of evidence each candidate puts forward and the coherent case each candidate makes based on this evidence.

Associate Lecturer to Lecturer

Evidence of teaching interest, experience and quality could include, for example, some of:

Lecturer to Senior Lecturer

Evidence of teaching experience, quality and impact could include, for example, some of:

Senior Lecturer to Associate Professor

Evidence of teaching quality, impact and distinction could include, for example, some of:

Impact on students

In addition to UOW Teacher Evaluations

- Other student feedback
- Student learning outcomes

In addition to UOW Teacher Evaluations

- UOW Subject Evaluations (for subject coordinators)
- Other student feedback
- Student learning outcomes
- Evidence of effectiveness in teaching aspects of Honours and postgraduate supervision

In addition to UOW Teacher Evaluations

- Course Experience Questionnaires (for course coordinators)
- Other student feedback
- Student learning outcomes
- Evidence of effectiveness in teaching aspects of Honours and postgraduate supervision

Individual teaching & learning development

- All ULT units completed, unless exempt
- Participation in teaching development opportunities

- All ULT units completed, unless exempt
- Participation in teaching development opportunities

- All ULT units completed, unless exempt
- Postgraduate qualification in teaching or completion of other teaching-related courses

Curriculum development

- Development of teaching-related innovations or learning resources, evaluated by students or peers

- Development of teaching-related innovations and/or subject(s), evaluated by students or peers
- Evidence of significant participation in curriculum review, planning and/or development

- Development of teaching-related innovations and subjects, evaluated by students or peers
- Evidence of leading role in curriculum review, planning and/or development
- Textbook, with evidence of adoption

Peer evaluation & recognition

- UOW Peer Observations of Teaching
- Early career teaching award
- Other evidence of peer recognition

- UOW Peer Observations of Teaching
- UOW Peer Review of Educational Practice
- OCTAL or other UOW teaching awards
- Other evidence of peer recognition

- UOW Peer Observations of Teaching
- UOW Peer Review of Educational Practice
- Australian Learning & Teaching Council (ALTC) citation, award or fellowship, or other national teaching awards
- Other evidence of peer recognition

Scholarship of teaching & learning*

- Contribution to publications, presentations or workshops on teaching
- Contribution to Educational Strategic Development Fund (ESDF) or other UOW teaching-related grants

- Publications, presentations or workshops on teaching
- Major role in ESDF or other UOW teaching-related grants

- Peer reviewed publications related to teaching
- ALTC or other external teaching-related grants

Learning-Teaching-Research Nexus

- Evidence of success in cultivating students' understanding of the research culture and research skills in the discipline

- Evidence of success in developing students' experience with research

- Evidence of success in developing students' engagement with research, eg students continuing to Honours or research degrees

Leadership

- Experience in tutor management / development

- Evaluation showing effective tutor management / development
- Peer-supported evidence of significant participation in Faculty/School teaching & learning initiatives and/or committees
- External impact, eg invited as external trainer, speaker, advisor, consultant, editor

- Peer-supported evidence of leadership of Faculty/university teaching & learning initiatives, eg policy, student equity, staff development
- Evidence of successful achievement in roles such as mentor, peer reviewer, Faculty Scholar, Faculty Education Committee (FEC) Chair
- Academic leadership surveys
- National impact, eg invited as external reviewer, speaker, advisor, consultant, editor
- Outcomes of cross-university collaboration

* 'Scholarship of teaching' can relate to either the teaching or research sections of your application. In the teaching section of your application, consider including scholarship relating to your own teaching. If you are involved in teaching-related research more broadly, consider that this might be part of the research section of your application.

