

# good practice example

benchmark 1 **2** 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

## Career pathways for academic staff

The **University of Leicester** is in the process of introducing a three-route structure for all academic staff. The three routes are teaching and scholarship focused, research and teaching, and research focused. The scheme will give:

- \* a reinforcement of our core value that asserts that teaching excellence is of equal status with research excellence
- \* clarification, transparency and flexibility with regard to academic career routes
- \* enhanced opportunities for women
- \* parity of esteem / status with the same job titles and grades on each route
- \* possibility of promotion to Reader based on teaching and scholarship
- \* clarification of criteria for promotion to professor based on teaching and scholarship activities.



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## Parity of academic status

At the **University of Leicester**, staff currently employed on 'academic-related' contracts, such as teaching fellows, will move to full 'academic' contracts on the teaching and scholarship route.

All academic-related teaching staff grades 8 (lecturer level) and above will become academic staff. This will entitle them to study leave and other improvements to their terms and conditions and also allow the possibility of promotion to professor.



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## Guidelines for evidence for promotion

At the **University of Leicester**, a new three-route structure for academic careers will be accompanied by:

- \* clear examples of types of evidence which can be put forward by staff seeking promotion for all grades in all three areas
- \* clear guidelines for applicants and promotion committees which should give parity of effort and difficulty for promotion based on teaching or research activities.



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## Parity of esteem

The **University of Newcastle upon Tyne** has made a high-level strategic commitment to promoting excellence in learning and teaching through parity of esteem between research and teaching:

- \* policies, systems and support for staff have been aligned to promote a culture in which teaching, research supervision and teaching-related activities are valued and where excellence is recognised and rewarded
- \* a commitment to parity of esteem has been stressed in high level strategic and planning documents, including the University Learning, Teaching and Student Experience Strategy (see <http://www.ncl.ac.uk/quilt/qsh/learning/>) and in the documents prepared for the most recent Institutional Plan
- \* promotions criteria have been revised to reflect this commitment including, most recently, a route to Readership through teaching.



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## Guidelines & support for applicants

A recent project was carried out to clarify what constitutes evidence of teaching excellence at the **University of Newcastle upon Tyne**. This included:

- \* extensive institutional consultation to establish a shared institutional understanding of evidence of teaching achievement
- \* preparation of a set of detailed examples of the evidence that underpins achievement
- \* dissemination of these through: briefings for members of Promotions Committees; briefings and/or workshops for staff considering applying for promotion or teaching awards; training for over 300 academic staff undertaking performance appraisal; and online materials.



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## eSystem for teaching evidence

The **University of Newcastle upon Tyne** is developing a pilot electronic system, MyImpact, to make it easy for staff to collect evidence of their teaching contribution for use in appraisal and promotion. This aims to sit alongside pre-existing functionality for recording research success in order to reinforce the parity of esteem message.



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## A culture of valuing teaching

The **University of Newcastle upon Tyne** is addressing cultural issues about the how teaching is viewed within the institution:

- \* the compulsory introductory teaching course for university staff can be extended into a Postgraduate Certificate, Masters or Doctoral qualification
- \* annual Innovation Fund awards encourage academics to develop projects of benefit to the institution which both recognise and develop applicant's teaching
- \* the University has broadened the range of mechanisms for rewarding teaching excellence. The Vice-Chancellor personally sponsors teaching awards, which are celebrated in front of staff, students and parents at degree congregations, and regularly hosts Celebrating Success events which honour both research and teaching achievements. These processes can culminate in some academics developing a case for a National Teaching Fellowship.



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## Performance expectations for teaching

The **University of Tasmania** is committed to parity of esteem between teaching achievements and other achievements in promotion. In 2012 the University developed 'Opening UTAS to Talent: The UTAS Academic' to align with the University's strategic plan. This defines minimum performance expectations in both research and in learning and teaching for academic staff.

See <http://www.utas.edu.au/provost/the-utas-academic-performance-expectations-for-academic-staff>

Teaching Performance Expectations (TPE) cover three domains:

- \* Domain 1: Excellence in student learning and teaching practice.
- \* Domain 2: Excellence in contemporary curriculum design and engagement.
- \* Domain 3: Excellence in the scholarship of learning and teaching.

The TPE Framework is to be used as a guide for developing discussions around individual career expectations and roles, which may vary over time and with context. In progress is the development of explicit evidence for teaching in promotion.





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## Teaching scholarship as research

The **University of Tasmania** now recognises teaching scholarship as research on its Web Access Research Portal (WARP).

Higher Education Academy (HEA) Projects and the Office for Learning and Teaching (OLT) projects can be entered into the system for WARP if they are research-based. There are two types of OLT funding schemes that are now on the Australian Competitive Grants Register (ACGR):

- \* OLT Fellowships
- \* OLT Grants (including Innovation and Development, Leadership for Excellence in Learning and Teaching, Seed Projects, and Strategic Priority Projects)

Funding from schemes listed on the Australian Competitive Grants Register (ACGR) is eligible to be reported by universities as Category 1 funding for HERDC purposes, and they also contribute to the Research Performance Expectations (RPE) calculations for staff.



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## Promotion Committee expertise

The **University of Tasmania** Promotion Committee is a central university committee for all academic promotions.

The committee is constituted with a balance between all areas of academic achievement. Learning and teaching expertise is represented by the DVC (Students and Education) and an Associate Dean (Learning and Teaching). The external member is a national Learning and Teaching expert.



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## Guide to Evidence about Teaching

The **University of Wollongong** developed a matrix of teaching-related evidence which could support promotion applications for each level through to Associate Professor. Features include:

- \* emphasis on evidence rather than description
- \* 'at a glance' display of how the nature of the evidence changes at higher levels of academic progression.
- \* no 'one size fits all' – dimensions of evidence span curriculum development, student engagement, leadership and scholarship
- \* highlights the importance of student and peer sourced evidence (including peer observations of teaching by accredited reviewers).

This approach to types of evidence across levels of academic progression is now recognised as missing in the other areas of academic activity such as research and academic governance/ service. Building on the success of the Guide to Evidence About Teaching, a UOW working party has been developing a more holistic Guide to Evidence for promotion covering all areas.

<http://focusonteaching.uow.edu.au/content/groups/public/@web/@cedir/documents/doc/uow058193.pdf>



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## Peer review of teaching

A collegial approach to peer review of teaching is introduced to **University of Wollongong** academics in their foundation program (since 1994). Formal Peer Reviews of Educational Practice were submitted by Academic Services academics in their promotion applications. More recently, UOW has introduced institutionally-supported Peer Observation of Teaching for promotion:

- \* any academic may request a pair of Peer Observations of Teaching to be conducted by accredited peer reviewers
- \* reviewer accreditation involves a workshop covering not just formal requirements but the sensitivities and subtleties of peer review of teaching, and includes a role play
- \* promotion applicants have the option of submitting two peer observation reports, one by a Peer Reviewer within the discipline and one by a Peer Reviewer from outside the discipline.

Future plans include extending peer review to curriculum or leadership in learning and teaching, potentially drawing on a national/international network of reviewers to reflect the need for national/international standing at higher academic levels.

<http://www.uow.edu.au/asd/PeerReview/>



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### Compulsory Induction of Committees

**University of Wollongong** has a central committee for promotion applicants on continuing academic appointments (Associate Lecturer to Associate Professor).

A Guide to Evidence about Teaching is not only used by applicants to assist in preparing an application, but also discussed in compulsory induction workshops for new Promotion Committee members. The presence of a standard resource enhances the transparency of information provided to all promotion stakeholders.



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### Statistics on promotion outcomes

Since 2006, the **University of Wollongong** has collected statistics on the success rates of academics applying for promotion with teaching ranked highly compared to other areas of achievement. These are published on the university website:

<http://focusonteaching.uow.edu.au/evidenceforpromotion/>

These figures show success for teaching ranked highly is comparable to success rates in other areas – over time, around 80%. However at Associate Professor level, the numbers of applications with teaching ranked highly are lower (50% of applications at Senior Lecturer but only 20% at Associate Professor).

The statistics were collected to monitor whether there was a positive impact from the launch of the UOW Guide to Evidence about Teaching. Success rates have improved however the number of applications ranking teaching highly has decreased. A self-review undertaken by UOW showed that some academics were not aware of these statistics and others were responding to pressures associated with national research data collections. This information gives the review team a solid basis upon which to build new strategies for promoting teaching in the future.



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## Moderation across academic colleges

**RMIT University** uses a moderation process to ensure policy, procedure and promotion criteria were applied fairly and consistently across academic colleges. A senior academic who was not involved in the promotion decisions moderates a selection of applications, both successful and unsuccessful, from the current round. The senior academic is familiar with the promotion process and the criteria applied for decision-making in the promotion process.

The moderator reads the selected applications, considers the scores given by each panel member and provides a determination as to the consistency in the final assessments and recommended outcomes across the three colleges.

The moderator does not make a judgement about whether or not an applicant should have been promoted and the determinations of the moderator cannot be used as grounds for appeal against the promotion committee recommendations. The determinations of the moderator are sent to the Chair of the University Academic Promotions Committee who decides whether any further action is required.



# good practice example

## Your good practice

University name: .....

Contributed by: .....

Description: .....

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Benchmark no(s): .....

Thank you

