# template #1





mapping academic promotion at your university

#### Purpose

The starting point for a benchmarking the recognition of teaching achievements in promotion is a clear understanding of how academic promotion currently works overall at your university. Academic promotion can seem like a “black box” to many academics, and even Deans and Heads may not have a complete picture. They are likely to ask questions about it during the benchmarking project.

Even if your institution has detailed guidelines, there may be undocumented gaps or complexities. Are there external constraints affecting promotion policy? Can a publication on teaching count as both teaching and research, or just one of these? What is the role of an external adviser in the committee room?

Any form of self-review or benchmarking can be enriched by a clear and complete understanding of processes including the context and any constraints. The following questions are posed to help form a picture of academic promotion at your institution.

## External environment

1. What external factors impact on your institution’s approach to promotion and workplace planning?

## Academic work

1. How does your institution define academic work?

## Academic work *continued*

1. How are synergies between teaching excellence and research excellence supported in workforce planning?

1. What areas of academic work are recognised in promotion (eg teaching, research, service)?

1. How do the ratings/rankings/weightings work in each area of academic achievement?

1. Is there an area of achievement which recognises or encompasses scholarship of teaching?

## Committees

1. What is the institutional structure for Promotion Committees? (eg Central Committee, Faculty Committees)

1. If there are Faculty Promotion Committees, what is their role in the decision making process? (such as Levels B-C are undertaken at faculty level)

1. Who makes up the membership of these various committees?

1. How are external advisors included in the process, eg external evaluators, referees, independent panel members?

1. What other committees play a role in promotion? (eg Appeals Committee)

## Policy/procedures

1. Which documents set out your institution’s rules for academic promotion? (eg Promotion Policy; Guidelines; enterprise agreement; forms)

1. Who has ultimate responsibility for the Promotion Policy?

1. How are committee members prepared for their role?

1. Are there procedural guidelines for the Promotion Committees?

1. What process differences are there if any, for example: between faculties; between academic career types (such as teaching-intensive, teaching and research, reseach only); between academic levels?

1. What is the promotion cycle? How often do committee members meet?

1. What role do Deans, Heads of School/Departments have in the promotion process?

1. How are decisions made in Promotion Committees? (eg consensus approach, voting, whether secret ballot etc)

1. How does the committee reach a decision in cases where there is no clear consensus or majority vote?

1. Are there quotas on promotion? Who decides these?

1. Who signs off on committee decisions?

1. Who provides feedback to applicants and in what form?

1. Are promotion outcomes published, eg names, success rates by area of achievement and academic level?

## Applications

1. Who can apply for promotion? (Eg is there a minimum length of service? Can fixed term academics apply?)

1. How do applicants get to submit an application? (Eg can they self-nominate? Or must they be approved by their department?)

1. Are there additional requirements applicants must meet, eg to attend a briefing, submit a draft to Head etc?

1. What stipulations apply to applications, eg format, allowed attachments, maximum length, no. of referees etc?

## Evidence about teaching

|  |  |  |
| --- | --- | --- |
| 1. What evidence can be put forward for teaching achievement? How is this collected and validated? [If this varies, eg for faculty or level, note the variation in the Explanation column.] | | |
|  | Mandatory/ optional/ highly recommended/ not usually included? | Explanatory notes |
| Evidence provided by supervisor/Head/Dean: |  |  |
| Position description / performance expectation agreement |  |  |
| Head’s/Dean’s evaluation (eg classroom observations) |  |  |
| Course/subject evaluations |  |  |
| Evidence related to impact on students: | | |
| Statement of teaching philosophy |  |  |
| Teacher / subject / course evaluations |  |  |
| Student learning outcomes |  |  |
| Are there other forms of evidence used in your institution? |  |  |
| Evidence related to staff development: | | |
| Completion of tertiary teaching preparation course |  |  |
| Completion of formal qualification in teaching |  |  |
|  | Mandatory/ optional/ highly recommended/ not usually included? | Explanatory notes |
| Attendances at teaching-related workshops |  |  |
| Are there other forms of evidence used in your institution? |  |  |
| Evidence related to curriculum development: | | |
| Resource development |  |  |
| Subject/course development or curriculum review |  |  |
| Innovation |  |  |
| Textbook |  |  |
| Are there other forms of evidence used in your institution? |  |  |
| Evidence related to peer evaluation or recognition: | | |
| Peer observations of teaching |  |  |
| Teaching awards or citations |  |  |
| Peer evaluations of curriculum |  |  |
| Referee reports |  |  |
| Are there other forms of evidence used in your institution? |  |  |
| Evidence related to scholarship of teaching: | | |
| Statement on scholarship direction |  |  |
| Application of a scholarly approach |  |  |
| Peer-reviewed publications |  |  |
| Presenter or workshop leader |  |  |
| Grants |  |  |
| Are there other forms of evidence used in your institution? |  |  |
| Evidence related to teaching/research nexus: | | |
| Undergraduate research engagement |  |  |
| No. of Honours/HDR students and/or completions |  |  |
| Are there other forms of evidence used in your institution? |  |  |
| Evidence related to teaching leadership: | | |
| Tutor management role |  |  |
| Contribution to committees / reviews / policy |  |  |
| Mentor roles |  |  |
| Formal teaching leadership roles |  |  |
| Leadership survey results |  |  |
| External leader / reviewer / advisor roles |  |  |
| Are there other forms of evidence used in your institution? |  |  |