Final Report, July 2013

Promoting Teaching: International inter-university benchmarking of academic promotion

University of Leicester, Newcastle University, University of Tasmania, University of Wollongong

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Glossary of terms

Academic Board*:* Senior body for academic governance may be referred to as Academic Senate.

Academic promotion: Process of progression from one salary level/position to another for academic staff.

ALTC: Australian Learning and Teaching Council

Areas for improvement*:* Areas of practice/non-practice identified through self- and peer review process, warranting attention.

Benchmark*:* Standard or performance level that represents good practice.

Benchmarking is a tool for identifying, adapting and implementing outstanding practices in order to achieve performance improvement. Benchmarking comprises measurement (the what) and practices (the how). And it tells us how well we are performing, defines how good we need to be (a practical vision), how to get there (a road map) and it needs to link to our mission, vision and values. (Ref. Anton Benc, Business Excellence Australia (2003) cited in ACODE, 2007: 3).

Good practice: A technique, method, procedure or process which is shown, by performance data and benchmarking, to set a standard for achieving objectives effectively and efficiently with demonstrable quality improvement.

Good practice statements: Set out the agreed levels of achievement (standards), against which performance is assessed (ACODE, 2007, p.6).

HEA: Higher Education Academy, UK.

OLT: Office for Learning & Teaching, Australia.

Peer review: Assessment of quality by recognised fellow practitioners in the relevant field.

Performance indicators: These identify the key performance areas that indicate realisation of good practice (i.e. determinants of good practice).

Performance measure: These identify actions which lead to the achievement of good practice in key performance areas (ACODE, 2007, p.6). For this project a four point rating scale used for self-review and comparison purposes for each performance indicator. Level 4 indicates good practice.

Self-review*:* An assessment against each of the performance measures conducted in a collaborative and collegial way.

1. Executive Summary

The project builds on two 2009 collaborative reports by the UK Higher Education Academy (HEA) and the University of Leicester, on reward and recognition for teaching, and internationally recognised work at the University of Wollongong on promotion criteria and peer review of teaching related activities. Both projects pointed to the need to bridge the gap between policy and practice in academic promotion in order to better recognise teaching as core to academic work, and in particular the need to assist institutions by providing a set of perspectives and principles to articulate what constitutes evidence of excellent teaching.

Acknowledging that institutions remain autonomous in setting their own policies and procedures, the project aim was to produce resources to guide and improve academic promotion policy and practice to reflect the recognition of teaching as core to the assurance of standards in higher education. Key to achieving this was data to confirm that when appropriate policies and promotion procedures are in place and fully implemented *academics do get promoted* on teaching. Coupled with this collection of data on promotions was the development of a framework for international higher education (HE) institutions to benchmark promotion policies and practices, identify good practice and note areas for improvement.

The key objectives of the project were therefore to:

- Develop and implement a benchmarking framework and resources for comparing promotions policies and processes. This would be shaped by feedback from an international advisory group (IAG) of senior academics from Australia and the UK.
- Collect data on how promotion policies and processes are implemented at the four partner institutions.
- Triangulate data on outcomes of promotion rounds over two years to identify areas of good practice and areas for improvement.

The anticipated deliverables included:

- Progress, final and external evaluation reports to the HEA, and
- Benchmarking resources (framework, good practice examples and self-review templates).

Planned dissemination events included:

- A peer review workshop involving the four participating institutions, and
- Key dissemination fora in Australia and the UK.

Outputs and Outcomes

Three outputs emerged to share with institutions (see www.promotingteaching.com):

1. The **Good Practice Benchmarks** for promotion that speak to institution-wide practices.

2. **Making Evidence Count** that aims to inform a common perception that teaching is difficult to evidence. It highlights the breadth of teaching activity, acknowledges that teaching requires teamwork and influence, and clarifies the need to demonstrate evidence of impact from multiple sources – self, students and peers.

3. For institutions seeking to review their promotion practices and policies, the '**Benchmarking Guide**' provides process guidance through a detailed set of templates.

Communication was fostered in the project on many levels. Early team exchange of institutional policies and promotion practices shaped a draft self-review template used by the four institutions to collect promotion information, gauge staff perceptions, and map the institutional context ready for sharing at the cross-institutional review. Communication methods within each institution varied across internal advisory groups, stakeholder interviews, staff surveys and role based focus groups. The International Advisory Group (IAG) provided critical input at different stages, honing language, refining project methodology and clarifying priority outputs.

Dissemination of project ideas and methodology throughout the project targeted the IAG, the external evaluator, and stakeholders at key national events in Australia and the UK. Their collective input has iteratively refined the development of the outputs described above. The focus of future dissemination is further engagement of other institutions in the use of the project outputs, with encouragement of self and cross institutional benchmarking through a change process. Pivotal to this phase of dissemination is the resource and community hub on the project space within the HEA website.

The unintended, serendipitous and emergent outcomes of this project prioritise relationships at international, institutional and individual levels:

- One highlight is the Memorandum of Understanding (MOU) between the Office for Learning and Teaching (OLT) and the HEA, with the aim of extending the UK Change Programme to universities in Australia. In addition, the IAG complemented institutional critique of draft good practice benchmarks (initially termed 'performance indicators') to shape and refine the Good Practice Benchmarks.

- Within institutions, the team has identified the critical role that Human Resources play in aligning promotion to workforce planning more broadly; the need to embed opportunities for critique and debate of promotion advice and consistent application of promotion criteria among colleagues in advisory roles at multiple levels and across disciplines; and the significant resource commitment an institution makes to conduct a comprehensive self-review of promotion processes, irrespective of the methods adopted.

- Among individuals, the resource **Making Evidence Count** invites an international conversation about both the changing nature of teaching, and the evidence base that promotion committees will acknowledge *and* institutions will support. For those institutions that take the challenge to self-review, the **Benchmarking Guide** provides an editable suite of tools already refined after use by participating universities.

The project team welcomes the expansion of the Change Academy, the MOU between the HEA and the OLT as explicit areas to be recognised and offer the following recommendations, that the:

1. HEA and OLT establish a collaborative project to measure the impact and uptake of the resources developed by the current project;
2. HEA consider projects on formal peer review for promotion and that these projects are international in order to widen the pool of external reviewers for professorial promotion;
3. HEA and OLT consider follow-up projects to explore the common ground that may result from current intersecting HEA and OLT projects on the professionalism of the academic workforce, academic prestige and teaching excellence;
4. HEA and OLT work collaboratively to develop evidence of teaching impact at the institutional, national and international levels to improve learning and teaching

standards, as distinct from this project which focuses on evidence of individual impact for *promotion*, and;

5. Quality and standards agencies consider the need for greater consistency of promotion policies and practices across the HE sector.

In conclusion, the project team has achieved its key objectives, produced an array of unanticipated outcomes, and delivered resources that invite certain next steps. The MOU between the HEA and OLT has highlighted the benefits of working internationally. The project web pages within the HEA website could provide a hub for critical discourse, debate, research and benchmarking activity, so long as resources and expertise are allocated to drive the discourse around 'what is teaching?' The project team supports the HEA in promoting engagement with, and adaptation of, the project outputs to enable individuals, institutions and other national bodies to support the critical review of promotion processes, policies and practices to enhance recognition of teaching in a changing international sector.

2. Introduction

2.1 Background

In 2009 two Higher Education Academy (HEA) reports were published (Cashmore & Ramsden, 2009) demonstrating that in UK institutions generally, subject specific research was the main criteria used to measure academic success. This collaborative work between the HEA and the Genetics Education Networking for Innovation and Excellence (GENIE) Centre of Excellence for Teaching and Learning at the University of Leicester surveyed 133 institutions for their promotion policies, and looked at the way in which policies that recognised teaching and learning were being implemented.

This provided clear evidence that even where policies that included the recognition of teaching and learning were in place, they were often not being used. GENIE and the HEA have carried out a further study (Cashmore *et al.,* 2013) indicating that some progress has been made, with more UK institutions having appropriate policies, but there is lack of convincing evidence that they are being systematically used. It was clear that change was needed, and the next step was to facilitate this change.

Sandra Will's review of policies and practices at the University of Wollongong in Australia demonstrated that 'you can get promoted for teaching' (Wills, 2010). Her presentation at the 2010 annual conference of Association of UK National Teaching Fellows indicated that comparison of practices would be extremely useful to identify good practices and to use these to develop outputs that could be used to facilitate change.

Newcastle University in the UK was also carrying out work in this area through an internal project led by Steve McHanwell, and they, together with the University of Tasmania, joined the benchmarking group; this was helpful since David Sadler, Deputy Vice-Chancellor (Students and Education) at the University of Tasmania, had previously worked in the UK HE system and at the HEA and had special interests in this area. To enable the collaboration, a Memorandum of Understanding was signed by each institution, and the HEA funded this project in order for the benchmarking work to take place, leading to the production of outputs that could aid institutions in developing and implementing their own policies and practices.

2.2 Aims and Objectives

The aim of this benchmarking project was to bridge the gap between policy and practice in academic promotion in order to better recognise teaching as core to academic work. The project compared the policies, processes and perceptions on promotion in four universities in order to contribute to the improvement of academic promotion in relation to teaching and learning in the higher education (HE) more broadly.

Specific objectives were:

- To develop and implement a benchmarking framework and resources for comparing promotion policies and processes.
- To collect data on how promotion policies and processes have been implemented in the four universities.
- To identify areas of good practice and areas for improvement by triangulating data on the outcomes of promotion rounds over two years.
- To effectively disseminate the outcomes nationally and internationally.

2.3 Project Outputs

The key outputs as a result of this project are frameworks and resources that can be utilised to support universities with the consideration of their own promotion policy and practices. These outputs have been disseminated for feedback through the International Advisory Group and events with Pro Vice-Chancellors (PVCs), Deputy Vice-Chancellors (DVCs) and Promotion Committee Chairs in the UK and Australia.

The target audiences for the project primarily included:

- Senior executives and leaders of HE institutions (Vice-Chancellor, DVC Teaching and Learning, Promotion Committee Chair)
- Promotion Committees
- Human Resource (HR) Departments
- Academic Development staff
- Quality Unit Staff
- Academic staff and their line managers
- International HE institutions
- National Organisations for Standards, Learning and Teaching

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3. For institutions seeking to review their promotion practices and policies, the '**Benchmarking Guide**' provides process guidance through a detailed set of templates.

3. Benchmarking Process

3.1 Benchmarking Methodology

Benchmarking has predominantly been used as a managerial, pragmatic tool to improve practice in the private sector. There are many different types of benchmarking (Jackson, 2001). The application of benchmarking in the HE sector is a relatively new phenomenon in the US in the early 1990s; the UK in the early to mid-1990s and more recently it has been associated with league tables. Benchmarking in Australia came to the fore during the Cycle 1 Australian Universities Quality Agency (AUQA) when auditors asked universities: What explicit benchmarking has there been to compare standards? Both UOW and UTAS were asked by AUQA auditors to undertake sector benchmarking in order to compare standards and they established a benchmarking relationship in 2009. UOW, UTAS and more recently Deakin University have been involved in a number of cross-institutional benchmarking projects (academic transition support; assessment policies and processes; and Higher Degree Research (HDR) processes and policies). The key lessons learnt from undertaking these cross-institutional benchmarking exercises include: benchmarking needs to become an institutional research process to identify the issue(s) that benchmarking is trying to solve; it has to be clearly articulated into an institutional process for organisational improvement with appropriate resourcing; a rigorous methodological and theoretical approach is essential; and for benchmarking to be successful there has to be a bottom-up empowerment (Booth, 2013).

The development of a rigorous methodological and theoretical approach to benchmarking is critical to the development of a self-review template. This project included a review of the literature on promotions (Appendix A) to inform the development of key performance indicators for the first draft of our self-review template. Another key element to ensuring a rigorous framework was a review of promotion policies. Australian Promotion Policy review which was undertaken by University of Tasmania. Newcastle University supplemented previous reviews of UK policies by University of Leicester (Appendix B).

Figure 1: Focus and role of institutional research in benchmarking [Longden and Yorke, 2009 (adapted from Volkwein, 1999, p. 17)); Booth (2013)

Whilst benchmarking has previously been viewed as a way to compare data only, its utilisation as a more investigative, research-informed process is gaining momentum in the HE sector. The key to ensuring that benchmarking is utilised to inform institutional decision-making is that it

has to be more than just the comparison of quantitative data. As identified by Longden and Yorke (2009, p. 67), 'Volkwein has provided a useful matrix to explore the nature and form of data within the context of higher education'. Figure 1 depicts Volkwein's matrix as adapted to suit the UK context (Longden & Yorke, 2009).

The matrix has been further adapted (in italics) to correspond to benchmarking (Booth, 2013). Cell 4, in particular, has an academic, external focus that deals with issues beyond the internal interests of the university. This cell identifies standards benchmarking and institutional research benchmarking, for instance, the HEA Promoting Teaching project.

3.2 Self-Review

During the early stages of the benchmarking project, priorities centred on; 1) establishing a communication plan for different stakeholders, 2) preparation and planning, including the reassessment of a project timeline, and 3) confirmation of the project scope. The external evaluator was included in the discussion. The preparation and planning included the identification of key milestones such as the self-review phase and the peer review phase for the benchmarking project.

A key component of benchmarking methodology includes a self-review phase which involves the development of key performance indicators and performance measures. 7 performance indicators and 18 performance measures were initially developed based on a review of academic promotion literature and policy in Australia and the UK (using earlier reviews undertaken by the UK HEA and University of Leicester in 2009 and 2013 as the starting point) (Appendix A: Table 1).   Certain areas not covered in the literature included Promotion Committee training and transparency in decision making; advice and assistance offered to potential promotion applicants; support of academic mentors and supervisors. These performance indicators and measures took approximately three months to develop with feedback from the core project team, project officers and the International Advisory Groups. The Australian Advisory Group meeting, held on the 30th August, 2012, provided the following responses about the need to take into account: culture and context of the individual university; scholarship and leadership in teaching; and evidence of impact as a teacher.

As a result of feedback the 7 performance indicators and 18 measures were further refined to 6 dimensions and 15 measures. The project team agreed to change 'performance indicators' to 'dimensions' so that staff across institutions were not confused by the use of benchmarking terminology. The first column in Table 2 in Appendix A shows the initial 6 dimensions and 15 measures used for the self-review. The second column in Table 2 highlights the further refinement of the benchmarking terminology from 'performance measures' to 'good practice benchmarks'. As a result, 6 dimensions and 18 benchmarks were finally agreed to through the cross-institutional review, feedback from the IAG and dissemination events in Australia and the UK. Table 3 in Appendix A summarises the change in dimensions between the institutional self-review (2012) and the final Good Practice Benchmarks (2013). In short, there was some simplification of dimension naming, re-sequencing of performance indicators, re-naming to good practice benchmarks and three additional benchmarks.

The next stage of the self-review process involved the development of templates. These templates were used by each of the four institutions to self-review their practices and procedures in promotion. These templates assisted in the facilitation of surveys on staff perceptions, the collection of Promotion Committee outcomes and institutional mapping. Each benchmarking partner produced context statements to a common template to help each other understand their similarities and differences.

The four universities undertook their self-review in slightly different ways (described in the following sub-sections). A key challenge was deciding how the self-review process would be implemented in each university due to institutional contextual differences, particularly in relation to how promotion committees and processes were structured. Timing was of the essence. In each institution the timing of promotion rounds was different and it was important to align the execution of the review with the best time in the promotion cycle.

The final version of the benchmarks and templates form part of the project's third output, the Benchmarking Guide. A list of the final Good Practice Benchmarks follows (Figure 2):
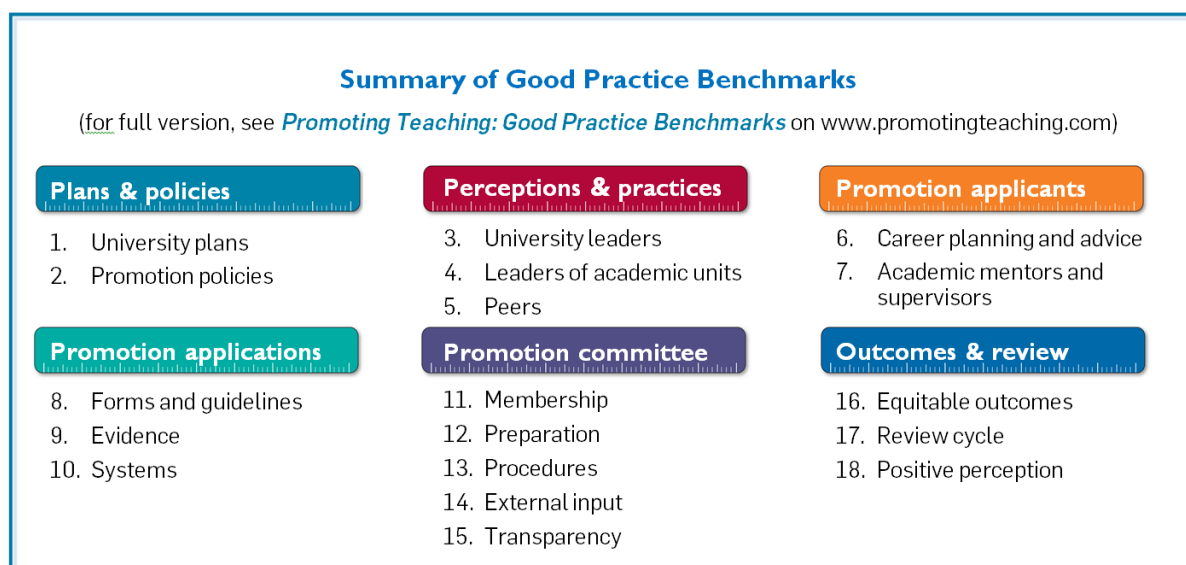
Summary of Good Practice Benchmarks

(for full version, see *Promoting Teaching: Good Practice Benchmarks* on www.promotingteaching.com)

Plans & policies
1. University plans
2. Promotion policies

Perceptions & practices
3. University leaders
4. Leaders of academic units
5. Peers

Promotion applicants
6. Career planning and advice
7. Academic mentors and supervisors

Promotion applications
8. Forms and guidelines
9. Evidence
10. Systems

Promotion committee
11. Membership
12. Preparation
13. Procedures
14. External input
15. Transparency

Outcomes & review
16. Equitable outcomes
17. Review cycle
18. Positive perception

Figure 2: Summary of Good Practice Benchmarks

University of Leicester

The project team consisted of Professor Annette Cashmore (Director of GENIE, Centre of Excellence for Teaching and Learning), Dr Chris Cane (Director of Taught Postgraduate Programmes) and Craig Bartle (Project Officer). Professor Cashmore and the GENIE Centre of Excellence for Teaching and Learning at Leicester, in collaboration with the HEA, had already been responsible for national studies on the reward and recognition of teaching and learning (Cashmore & Ramsden, 2009a; 2009b) revealing gaps between policy and practice in promotion based on teaching activities in the UK HE sector. A further follow-up study carried out in 2011 had confirmed that despite some progress, promotion based on teaching and learning was still difficult (Cashmore et al., 2013). A key finding of these studies was that universities lacked the tools to properly assess teaching excellence.

Ahead of this project Professor Annette Cashmore, the PVC for Research, the PVC for students and the Head of Human Resources (HR) at the University of Leicester (UoL), had been asked by the Vice-Chancellor's Advisory Committee to form a working group to review the processes and practices relating to academic promotion. This working group drafted changes to staffing policies which have since become part of the University Statutes. Key changes included the introduction of three academic career pathways; teaching focused, research focused, and teaching and research. Academics on the mixed teaching and research pathway could lead on either teaching or research but would be expected to demonstrate adequate performance in the other area. Also, the work done by this Group informed the beginning of the self- review process for this project.

For the self-review, the UoL project team carried out interviews with various focus groups, including senior management, members of the Vice-Chancellor's Advisory Committee, College Academic Directors and Research Directors; Heads of Departments and three other groups of academic staff. In all, 67 staff were interviewed.

In addition to the focus-groups, an online survey of academic staff (n=180 responses) was conducted. This had been designed to give insights into the culture around promotions. The survey was circulated to the other institutions as a basis for their own work in this area.

Newcastle University

The self-review in Newcastle was led by the Newcastle members of the Core Project team, Professor Stephen McHanwell (School of Medical Sciences Education Development) and Professor Sue Robson (Head of the School of Education, Communication and Language Sciences) supported by Dr Elaine Hall (Project Officer and Lecturer in the School of Education, Communication and Language Sciences). During the self-review this group worked closely with Professor Suzanne Cholerton, ProVice–Chancellor, Learning and Teaching. An internal self-review advisory group was formed consisting of the Newcastle Project Team, the Pro Vice-Chancellor together with Deans and Heads of School from Newcastle University's three Faculties (Medical Sciences, Science, Agriculture and Engineering, Humanities, Arts and Social Sciences), an Assistant Director of Human Resources responsible for the Policies and Projects, and a Head of Faculty. This review team had support from the Vice-Chancellor to drive the self-review.

The team was able to draw on a large body of data generated from extensive consultations the previous year with staff that had formed part of the initial work of an internal working group on reward and recognition for teaching. This internal working group, established in 2010 had a brief to produce an evidence base for evidencing teaching achievement for promotions and to oversee an electronic means of capturing key elements of that data. The consultation process that formed the first part of that project consisted of meetings with three School Learning and Teaching Committees in each Faculty, each of the Faculty Learning, Teaching and Student Experience Committees, Promotions Panels and Executive Boards, all three Faculty Provosts and their Heads of Administration. There were also focus group meetings with staff groups and presentations made at briefings for promotions applicants. In the second year of this internal project a survey of promotions applicants, successful and unsuccessful, was undertaken.

The project team drew on this data set to prepare a draft self-review template which was then discussed and refined following a meeting of the self-review advisory group. Further face-to-face or telephone meetings were conducted with relevant Human Resources Officers, Chair of Staff Committee and the Pro Vice-Chancellor (Learning and Teaching) to fill the remaining gaps in the data on promotion statistics and details of promotions procedures.

 Recognising that there was a need for a fuller consultation with staff the Newcastle team sought permission from Staff Committee and the Head of Human Resources to send out a survey on staff perceptions of promotions procedures, using a refined version of the original Leicester Survey. A total of 169 responses were obtained. The completed self-review template was reviewed and validated by the Pro Vice- Chancellor (Learning and Teaching) prior to circulation to the remaining Project Group members. The results of the self-review plus the outputs and outcomes of the entire project will be presented to a strategy meeting of the University Learning, Teaching and Student Experience Committee early in the next academic year.

University of Tasmania

The project team at UTAS consisted of; Professor David Sadler, Deputy Vice-Chancellor (Students and Education); Dr Sara Booth, Head, Student Evaluation, Review and Reporting Unit (SERRU)

and Dr Cassandra Saunders, Research Officer, SERRU. The project team liaised with the Provost, who is also the Chair of the Promotion Committee, the Chair of Academic Senate, the Secretary of Promotion Committee and the Senior Executive Officer to the Provost to coordinate and collect evidence for the self-review template. The completed self-review document was provided to the Provost for validation prior to being finalised.

The UTAS project team also undertook a survey of all UTAS academic staff to obtain feedback regarding their experience of strategic initiatives to enhance the quality and esteem of learning and teaching. An online Staff Experience of Strategic Initiatives to Enhance the Quality and Esteem of Learning and Teaching (SESIEQELT) Survey was developed in consultation with the University of Leicester in order for the data to be used for comparative purposes. Staff were notified of the SESIEQELT consultation process by bulk email, which invited them to participate in the online survey and provided a link to the survey in SurveyMonkey. A total of 220 staff responded to the survey. Upon completion of the SESIEQELT survey, staff were directed to a brief, subsequent survey to obtain feedback regarding their perceptions of the current promotion process at UTAS. This survey was only applicable to academic staff members that had applied for promotion at UTAS in the past. A total of 92 staff responded to this survey. Responses for each survey were not linked. A combination of quantitative and qualitative methods was employed to analyse the data obtained from the staff consultation process. Quantitative data obtained from online surveys was computer-analysed to generate descriptive statistics. The data from the closed questions was collated and analysed using the report generated by SurveyMonkey and Microsoft Excel 2010. Qualitative data arising from open-ended questionnaire responses was analysed through a process of progressive categorisation designed to identify the key themes and issues that emerged from responses. A comparative analysis of staff survey results from UTAS, the University of Leicester and the University of Newcastle was undertaken and is further discussed in Section 3.4.

UTAS' participation in this project also aligned with a major internal review of its Promotion Policy and Procedure. The outcomes of UTAS' self-review and feedback from staff collected as a result of this benchmarking project has been utilised to inform that review.

University of Wollongong

At UOW the project team consisted of Professor Sandra Wills, Executive Director, Learning & Teaching; Project Officers (Anne Melano and Jan Sullivan); Associate Professor Christine Brown, Head of Centre for Educational Development; and Lynn Woodley, Director of Strategic Planning and Quality. The DVC Academic approved the project and the Senior DVC who runs promotions procedures was briefed. The new VC, recently arrived from a UK university, was also aware of the self-review and benchmarking activity. Prof Wills is one of the longest-standing members of the central Promotions Committee having participated in over 12 rounds and been responsible for many years for training new Promotions Committee members.

The project's draft self-review template was sent out for comment and key staff of the university worked on various sections. Eleven self-review group meetings (1-2 hours) were then held across the University. Over 100 staff were involved in the whole process.

Group 1: Associate Deans Teaching and Learning
Group 3: Promoted academics (Teaching ranked no. 1)
Group 4: Promoted academics (Teaching not ranked no. 1)
Group 6: Promotion support
Group 7: Promoted academics (mixed group)
Group 8: Promotions committee
Group 9: Heads of School
Group 10: Academic staff at Associate Lecturer/Lecturer level contemplating promotion

Group 11: Recently promoted professors

A final institutional self-review workshop was held with representatives from all 9 groups plus the Senior DVC and some Deans. The institutional self-review workshop examined all the self-review groups' comments and came up with an institutional rating. A survey based on the University of Leicester survey was developed but after discussions with the Senior DVC it was decided that it would be administered too close to a promotions round and would probably not reveal any further details than already collected through the extensive self-review meetings.

A report on this self-review activity was forwarded to Tasmania in preparation for the cross-institutional review meeting along with UOW promotions statistics 2006-2012, an institutional context statement, information from previous reviews including a recent review of promotion issues for the Commerce Faculty, and all university documents and policies relevant to promotion.

3.3 Cross-Institutional Review

Of prime importance to this cross-institutional process was the joint meeting held from 29th - 30th November, 2012 in Hobart, Tasmania with the core project team, including two project officers (UOW) and one from UTAS. Also invited were Professor Dorothy Whittington, the external evaluator; Associate Professor Rosemary Callingham, as part of the UTAS project team; Dr Jeanne Keay, Assistant Director and Head of International Strategy, HEA and Ms Suzi Hewlett, General Manager, Australia's Office for Learning and Teaching (OLT).

The agenda for the meeting began with clarification of the HEA expectations for the project; the role of the external evaluator, the outputs and objectives of the peer review workshop. The four universities discussed their individual institutional contexts, survey results and promotion statistics. Given the differences in academic role titles between the Australian and UK institutions, a summary table has been provided below for comparative purposes (Table 1).

Table 1: Country differences in title of academic level

UK*		Australia/NZ	USA/Canada
Teaching Assistant (Grade 6)		Associate Lecturer (Level A)	Lecturer
Lecturer[1] (Grade 7 & 8)		Lecturer (Level B)	Assistant Professor
Senior Lecturer[2] (Grade 9)	Reader[3] (Grade 9)	Senior Lecturer (Level C)	Associate Professor
		Associate Professor (Level D)	
Professor (Grade 10)		Professor (Level E)	(Full) Professor

Teaching only positions also known as Teaching Fellow or University Teacher/ Senior Teaching Fellow or Senior University Teacher
[1] Senior lecturer in post 1992 institutions
[2] Principal lecturer in post 1992 institutions
[3] Associate Professor in some institutions

Key promotion statistics were compared such as: the number of applications at each level; the percentage of applicants with teaching weighted highly at each level and the number of unsuccessful applications that included teaching as a major criteria. As predicted, given the contextual differences, particularly between the Australian and UK institutions, it is difficult to place too much emphasis on a strict comparison of the data. However, discussion of the data revealed trends which are discussed further in Section 3.5.

During the two-day joint meeting, each benchmark in the draft self-review template was compared and rated and from the discussion areas of good practice and areas for improvement

were identified (see Section 3.6). The benchmarks and template were also revised. The remainder of the two days encompassed discussion of and distinction between project outcomes and outputs including dissemination events and allocation of responsibilities for leading the completion of each output. The team also decided on a branding of the project; 'Promoting Teaching' was agreed as the overall title and a logo was developed.

Both before and after the cross-institutional benchmarking meeting in Hobart, Tasmania, the UK partners met at UOW to further the project objectives. Discussion centred on what became the cornerstone of the benchmarking outputs, the Evidence Framework.

Evaluation of all of the meetings indicated that they had been invaluable in identifying successes so far, and areas for further development. The areas that needed to be worked on included: issues on definition of teaching and what counts as teaching in universities; issue of understanding Promotion Committee expectations and induction; and the communication of the promotion process to various audiences including Human Resources.

3.4 Staff Perceptions

It was acknowledged by the Project Team that the perceptions of staff create the culture within each university. Staff members' views and opinions were sought using a variety of methods (surveys, focus groups and interviews) across the four universities and and all levels of academic staff were consulted, from Lecturer through to Professor. For the surveys undertaken at UTAS, the University of Leicester and the University of Newcastle, the majority of respondents identified themselves as lecturers or senior lecturers; 61%, 51% and 59%, respectively. The results formed a key part of the evidence provided in the outcomes of the self- reviews. It was found that staff were very willing to engage and discuss promotion in relation to teaching, which was taken as a clear indication of the importance of this issue to many staff.

The key finding across all four universities was that currently staff perceive research activities as having a greater impact on promotion prospects, particularly at the two UK universities. Not surprisingly, the majority at each institution indicated that there should be parity in the regard for teaching and research activities in the promotion process. However, a very small number of professors suggested that it could be a mistake to promote staff primarily on the basis of their teaching, because they believed that this could have a negative impact on universities' research reputation. Encouragingly, however, the majority at all four universities wanted to see a change in culture to recognise teaching. For this to happen, academics said that universities need to ensure *all* staff are aware of the promotional pathways available to them and that the processes to be undertaken are clear. The feedback from all the universities suggests this is not always the case and there is some confusion about the opportunities for promotion available to them via a teaching route. UK academics commented that the promotional documentation was still biased towards research, which added to their confusion. Australian academics also commented on the excessive amount of documentation the process requires, which is time consuming to complete. Furthermore, many found measuring excellence in teaching very challenging due to the lack of clear performance metrics, whereas others were simply unaware of the pathways available to them.

"Metrics associated with research are easier to find and apply."

"The measures of research excellence are clearly spelt out and easy to identify. The measures of teaching excellence are much less clear. It is easy to identify poor teaching. However, it is much harder to differentiate between mediocre teaching and excellent teaching in a promotion application ..."

A literature review by the project team and discussions with Dr Vicky Gunn who is conducting a

literature review on teaching excellence for the HEA suggest that this challenge may be due to the lack of sophisticated conceptualisation and definitions of teaching excellence in the HE literature since 2007. In particular, the reviews suggest the need for clarity and guidance on the changing expectations to evidence excellence at different career phases, and particularly with regard to the leadership of teaching (Shephard et al., 2010: cited in Gunn, 2013 [draft]). Gibbs' (2012) review of teaching in the current market environment for the Higher Education Academy (HEA) in the UK also notes an over-reliance on module (or unit) and course (or program) evaluation by students (such as the National Student Survey). He challenges the sector to refocus enhancement strategies on the whole degree programme and the development of recognition for the teaching team rather than the individual tutor. The emphasis for the last two decades on "training and accrediting individual teachers" (p.10) illustrates a marked lack of emphasis on "developing leadership of teaching and curriculum design and assessment at programme level" (p.10). He calls for a change of emphasis to reward leadership of teaching. Kreber (2002) notes the need for greater recognition of creativity and innovation, and theory building, within policy and criteria for teaching excellence. Kreber distinguishes between "excellence" and "expertise" in teaching and suggests that "excellence in teaching", as it is often celebrated in institutional teaching awards, is associated with high levels of craft knowledge and personal charisma. "Teaching expertise", on the other hand, evidences deep knowledge of teaching and learning processes in universities, acquired through engagement with the literature, reflection and research in a highly individual developmental process.

In addition to the above, the following observations were made:

- Teaching and research are not always considered mutually exclusive activities;
- As research is currently regarded as the main route to promotion by many staff, academics feel that this could result in teaching duties being neglected in order to meet research requirements;
- A clear sense of balance between research and teaching activities (including administrative duties) in the promotion process needs to be achieved and the weighting of each, whilst it may not be equal, should be articulated to staff;
- In contrast to the UK, Australian academics consider the promotion process to be a positive experience in highly supportive environments;
- In contrast to the UK, Australian academics feel that institutions are far less willing to promote internally than to hire new staff at that level;
- Academics perceive differences in success rates between different faculties/colleges/schools;
- Staff for whom teaching is a primary activity express a need to be given adequate time for personal development and scholarly activity;
- Many academics receive mixed messages from line managers and senior executives regarding the parity of research and teaching;
- Staff consider teaching to be assumed and therefore undervalued compared to research activities.

Approximately 92% of survey respondents stated that research activities are regarded as somewhat, or very, important for promotion. In contrast, an average of 46% of respondents across the institutions stated that teaching activities, including the scholarship of teaching and curriculum engagement, are regarded as somewhat, or very, important.

"There is a common assumption (among staff at least) that teaching is secondary to research."

3.5 Promotion Committee Data

All universities in Australia and the UK typically collect statistics about the number of applications for promotion received annually and resultant success rates, analysed for each level of promotion and for gender. In Australia, these statistics are provided to the government as part of annual reporting. Universities often also undertake their own analysis by faculty provided the numbers are large enough to provide meaningful analysis.

In addition, the statistics are fed into an annual Australia-wide HR benchmarking exercise, which has been running since 2006. 2011 data shows that success rates are high for Academic B (Lecturer) level but they decline at each level from there on (C=Senior Lecturer; D=Associate Professor; E=Professor) (MacAulay et al., 2011). This is consistent with observations at the University of Wollongong and the University of Tasmania and several other Australian universities involved in a 2009 Australian Learning and Teaching Council (ALTC) project on promotion (Crisp et al., 2009). Most universities have data indicating overall gender equity. However, this is tempered by the fact that there is better success for females at Lecturer and Senior Lecturer level whilst much lower success for females at the higher levels. In addition, data indicates that the number of female applicants declines incrementally at each level above Lecturer.

As far as can be determined, the UK does not appear to have a national HR benchmarking exercise that includes promotion data. However, the UK's Universities Human Resources (UHR) developed a People Management Framework (PMF) in 2010 to enable HE institutions to measure the effectiveness of their people management interventions and activities, against both internal and external comparators. Research on reward and recognition of teaching in academic promotion, undertaken for the UK HEA by Cashmore and Ramsden in 2009 and 2013, indicates that universities in the UK operate in a context where success rate for promotion is low.

The HEA research project specifically researched data about teaching and promotion and found most UK universities did not collect data on success rates for teaching. However, from data that was obtained from responding universities, it was calculated that there has been a 30% success rate for teaching-related applicants (Cashmore & Ramsden, 2009).

Meanwhile, University of Wollongong (UOW) has been collecting statistics on whether those applying for promotion based on excellence in teaching are successful, for several years (2006-2012). This research calculates an 80% success rate but does not include data from professorial promotion that would likely lower this success rate because professorial promotions are rarer.

UOW appears to be in a unique position compared with other universities, in that applicants must rank their statement of case 1 to 4 for four areas of academic work (teaching, research, academic governance or community engagement) and no ranking can be the same. This has facilitated data collection about those applicants making a substantial case about their teaching. However, comparisons with other universities are difficult to make.

Other universities, both in Australia and the UK, request applicants to name which areas of academic work are excellent, outstanding, significant or similar terms and there is little restriction on repeats. This makes data collection more difficult when trying to understand whether academics are promoted for their teaching, because most would include teaching as part of their academic role. For example, in calculating statistics for the University of Tasmania (UTAS), applicants are counted if they have rated their Teaching as Outstanding at Level E & D but, unlike UOW, they could be also rating other areas of academic achievement Outstanding so the statistics are not strictly comparable.

The four universities in this project benchmarked their 2010 and 2011 data. Despite the difficulties of direct comparison noted above, and the validity of generalising from small numbers

of applications in one year, the following general trends were observed:

Promotion to Senior Lecturer

- The number of teaching-related applications in the two Australian universities was comparable to the numbers submitting applications weighted towards research; success rates were high and comparable with the success rates overall.
- The number of teaching-related applications in the two British universities was only a third of overall applications for promotion to Senior Lecturer; furthermore, success rates (45%) were approximately half that of Australian success rates (90%); fortunately success rates for teaching-related applications were comparable with overall success rates (i.e. 49%), but UK overall success rates are low compared to Australia (95%).

Promotion to Associate Professor and Professor

- For the UK, Reader is the equivalent rung to Associate Professor, but it historically has been more research oriented. Some institutions have restructured promotion procedures to allow a teaching route to promotion at Reader level, but even where this has been done it is a reasonably recent development. Consequently statistics in the UK for this level are not particularly useful in this project. One Australian university had merged their data with professorial data and in another professorial data was hearsay only. Therefore, in comparing all four universities, the data for these two levels has been combined.
- The number of applications for teaching-related promotion at Associate Professor and Professor level in the two UK universities is only slightly lower than the number of applications for Senior Lecturer; the success rates are about the same as Senior Lecturer rates and therefore comparable with overall success rates.
- In the two Australian universities, the percentage of applications for Associate Professor/Professor teaching-related promotion is far lower than the percentage of applications overall and lower than the UK percentage. Australian success rates at these levels of promotion are about the same as the UK success rates. Overall success rates (i.e. regardless of whether applications are teaching-related or not) are slightly lower than the two UK partner universities. However, as noted above, this analysis cannot be considered definitive as the numbers are small and span only a short timeframe. The results are indicative only.

Previous projects in Australia (Crisp et al., 2009) have noted that the problem for Australian universities starts at the Associate Professor level. The problem for teaching-related applications in the UK is spread across the full spectrum of academic promotion in the examples given above.

3.6 Areas of Good Practice and Areas for Improvement

Table 2 shows a collation of areas of good practice and areas for improvement identified across the four universities during the peer review process. Due to the confidentiality clause in the MoU, the four universities have not been individually identified for the purposes of this report. The four universities will prepare institutional reports for their Senior Executive identifying areas of good practice and areas for improvement and the resulting recommendations for action on these findings within their own institutions. The **bolded** areas for improvement were agreed by the four universities as HE sector wide issues and these align with the identified gaps in the literature (see Appendix A; Table 1).

Table 2. Areas of good practice and areas for improvement across the four universities

Pilot Performance Indicators	Areas of Good Practice	Areas for Improvement
1.1 University planning reflects a commitment to parity of esteem between teaching achievements and other achievements	Strategic plans show parity for both teaching and research University Teaching Expectations Frameworks	**Heads of Department/School need to be included in career conversations to address promotion perception gap**
1.2 University policy reflects a commitment to parity of esteem between teaching achievements & other achievements in promotion	Academic promotion policies clearly stating esteem for teaching Guidelines for evidencing academic promotion	Identifying qualitative evidence in learning and teaching (not just quantitative measures) Access and dissemination of promotion policy across the University
2.1 University and faculty leaders support parity of esteem for teaching achievement in academic promotion	Range of training and mentoring programs Heads of School induction workshops	Understanding how teaching is evidenced is not uniform across the university More frequent induction & training sessions of new Deans and Heads of Department/School **Liaison with academic leaders & HR leaders** Induction for HR staff on promotion
2.2 University culture is conducive to parity of esteem for teaching achievement in academic promotion	Range of high profile teaching awards Clear guidelines as to career progression	Lack of uniformity across the university in how teaching achievements are recognised Issue with Teaching Fellow contracts and process for promotion **Building parity - recognising grants for scholarship of learning & teaching as research grants**
3.1 Promotion committees are constituted with an appropriately balanced membership	Equity observer Balance of members who have teaching expertise Promotion Committee memberships are public	External membership and/or advice
3.2 Promotion committees are well-prepared	Preparation and induction of new members Mentoring sessions on learning and teaching expertise Mix of evidence encouraged	Need to induct new members onto the committee
3.3 Promotion committee procedures are designed to support fair, consistent and transparent decisions	Mechanisms to ensure promotion committees operate in a consistent manner in different parts of the university, such as work to a clear Terms of Reference	Variability across faculty promotion committees **Provide guidelines to external advisors or referees on how teaching staff are being measured** Providing advice to both successful and unsuccessful applicants

3.4 Committee decisions are based on consideration of equity	Importance of identifying equity grounds and taking due account of illness, carer responsibilities and impact on teaching	Maternity leave needs to be allowed for in gaps of evidence about teaching
4.1 Application forms and guidelines for teaching/teaching scholarship are clear and detailed	Guidelines have clear definitions of what teaching means & what is teaching scholarship Consistent page limits in promotion applications Standardised forms across research & teaching External evaluation	**The importance of externality in teaching (such as external discipline networks)**
4.2 Expectations of achievement levels and weightings are equitable	A more nuanced approach to discussing expectations of achievement across different academic levels Publishing statistics Length of time at university rather than individual contracts is taken into consideration Evidence framework for teaching	**Publishing statistics** Staff on short term contracts being eligible **Evidence framework for teaching**
5.1 Advice and assistance is offered to potential applicants	Workshops for applicants in preparing for promotion, including awareness of evidence Good resources to support potential applicants	**Workshops and resources for applicants preparing for promotion**
5.2 Academic mentors and supervisors are equipped to give consistent & accurate advice to applicants	Preparation for Heads of Department/ School and supervisors Heads of Department/School come together as a group to discuss advice they were given	**Dissemination of outcomes on Promotion Committee decisions to academic mentors and supervisors**
5.3 There are institutional systems in place to collect and validate evidence of teaching for promotion applications	Formal systems support for gathering and validating evidence for teaching	Development of teaching portfolios which are portable **The collection of evidence needs to be improved**
6.1 Promotion outcomes are sound and equitable	Importance of comparable, time- series data to make comparisons	**Absence of quantifiable metrics in learning and teaching Absence of international staff applying for promotion**
6.2 A systematic cycle of review and evaluation encourages improvement	Promotion outcomes are reported to Academic Senate and Council Promotion Committee wash-up sessions to review procedures & feedback from applicants Feedback to applicants Role of committee member to review standard of feedback Australia-wide monitoring of promotion data	Improve feedback mechanisms to applicants UK-wide monitoring of promotion data

4. Project Outputs

From previous work it was apparent that HE institutions needed some guidance to enable them to alter promotion policies and practices so they could take equal account of teaching and related activities (Cashmore and Ramsden, 2009a; Cashmore and Ramsden, 2009b; Cashmore et al., 2013). Key to developing such policies is an understanding of the types and sources of evidence that can be considered when assessing a case for promotion. A cornerstone of the Promoting Teaching project is that whilst currently evidence about teaching is too often limited to self- description and student surveys, such evidence can in fact be verifiable and peer reviewed and as a result triangulated. By these means evidencing teaching can be made more rigorous to address concerns often expressed that teaching evidence is not as securely-based as approaches to evidencing research are asserted to be.

4.1 Evidence Framework: Making Evidence Count

A clear theme emerged: the perceived difficulty in evidencing teaching achievement whether it be for promotions, career development interviews or award applications. The project team identified that the sector in general lacks a shared language for discussing university teaching. Therefore, the team engaged in work to better define teaching as a multi-faceted complex activity in order that it can be more clearly evidenced across a range of dimensions.

The definitional work prefaces the Evidence Framework, which begins by posing three new perspectives on teaching and therefore evidence about teaching:

- scope of activity
- sphere of influence
- source of evidence.

Regarding scope, there is a widespread misconception apparent in consultations, that teaching is simply what happens in the classroom. It is important, especially in promotion, that teaching is not seen solely as direct interactions with students. The team has termed this element of teaching activity as 'student engagement' to signal that work with students happens as much outside a classroom as inside it. The team has attempted to broaden the definition of teaching to reflect the changes to the academic role in the 21st century brought about in part by the marketisation of higher education, the diversity of student cohorts and the professionalization of teaching.

The Evidence Framework (Figure 3) proposes five broad classes of activity to be considered in academic promotion:

- student engagement
- professional learning
- curriculum development
- research and scholarship
- leadership and collaboration.

Consultations during self-reviews revealed that, although teaching is now a highly collaborative activity, existing promotion processes are based on recognition of individual achievement. Hence the fifth class of activity merges leadership and collaboration, distinguishing between formal leadership positions and leadership through less formal means such as advising, coaching and mentoring.

Scope of teaching activity	Source of evidence			Example of evidence	Phase/s of career	Sphere of influence
	Personal	Students	Peers			
Professional Learning						
University teaching preparation/induction	●			Certificate of completion	Early	
Completion of formal qualification in teaching	●			University transcript	Early to mid	
Attendances at internal or external teaching-related workshops	●			Institutional records	All	
Training and experience from the relevant industry/profession	●			Formal records of professional experience and training	All (if relevant)	
Engagement with Professional Standards Framework	●			Peer reviewed teaching portfolio	All	🌐
Student Engagement						
Statement of teaching philosophy/teaching principles	●			Statement presented	All	
Teacher / subject / course evaluations (team)		●		Formal survey reports	All	
Student learning outcomes (team)		●		Retention and pass rates; student prizes and projects	All	
Peer observations of teaching			●	Formal peer review report or excerpt	All	
No of undergraduate and taught postgraduate projects /research degree continuations and/or completions (team)		●	●	Institutional records; HDR students supervised (successful completions)	Mid onwards	
Institutional or national teaching awards (team)	●	●	●	Awards that validate nominated areas of expertise	Mid onwards	🌐
Curriculum Development						
Undergraduate research engagement (team)	●	●		Documented strategies; student evaluation	All	
Reviews of resources developed (including online, media-rich and open resources) (team)	●	●	●	Independent reviews	All	🌐
Prizes and citations related to resource development (team)		●	●	Award certificate	Mid to later	🌐
Subject/course development, curriculum review (team)	●	●	●	Independent reviews	All	🌐
Peer evaluations of curriculum (team)			●	Formal review reports	More likely mid to later	🌐
Successful introduction and development of major innovations (team)	●	●	●	Demonstration; peer review, student evaluations	Any stage but more likely from mid	🌐
Development of national or international frameworks, accreditation, standards			●	Membership of advisory panel; peer review of contributions	Mid to later	🌐
Textbook (team)		●	●	Adoption; reviews; sales inc. libraries	Mid to later	🌐
Research & Scholarship						
Presenter or workshop leader			●	Invitation to present; program and evaluation	All	🌐
Statement of scholarship direction	●			Statement presented	All	
Application of a scholarly approach			●	Peer review of documented refinements	Early to mid	
Peer-reviewed publications (team)			●	Publications; citations	All	🌐
Learning and teaching grants (team)			●	Grant application; report	Mid onwards	🌐
External referees			●	Reference	All	🌐
Leadership & Collaboration						
Career development by supervisor/Head/Dean			●	Formal reports	All	
Tutor management and cross-campus leadership role in subject or course (team)			●	Independent reports from tutors	Early to mid	
Management of cross-campus alignment and consultation (team)			●	Independent reports of action and impact	Mid to later	
Leadership feedback			●	Survey results	Mid to later	
Mentor roles			●	Independent feedback from mentees; achievements as a result of mentoring	Mid to later	🌐
Formal teaching leadership roles			●	Independent reports of contribution or actions	All	🌐
Attracting funding to support development or innovation for subject or course (team)			●	Funds awarded; outcomes	All	🌐
Service on or chairing of committees / reviews / policy development			●	Committee actions as a result of your input	Mid to later	🌐
External leader / reviewer / advisor roles			●	No. of invitations to undertake peer review; outcomes of advisory work	Mid to later	🌐

(team icon) Activities that may involve the collaborative efforts of a team 　　　 🌐 Sphere of influence may extend beyond the university

Figure 3: Evidence Framework

The second perspective is that of sphere of influence, again emphasizing that 21st century teaching involves strong collaboration with communities beyond the institution, for example external accreditation of programmes with professional organisations, alignment with the workforce needs of industry and government policy, continual enhancement of knowledge through work with international discipline bodies. This means that university teachers can draw on evidence of impact in spheres of influence well beyond the classroom. These sources of evidence, in the eyes of promotion committees, often carry more prestige than student surveys (and contribute to enhancing the prestige of teaching itself). The evidence for this statement comes from the reviews of promotions criteria in the four institutions and from the self-review processes. In addition, a growing proportion of 'early career' academics arrive in academia with many years' experience in industry, private practice or government and are influential nationally and internationally. Our consultations and reviews indicated dissatisfaction with existing promotion processes for this category of academic.

A vital third perspective is source of evidence and the project foregrounds, more strongly than before, for promotion for teaching just as much as research, the importance of peer review. Furthermore, the project broadens the notion of peers in teaching beyond the classroom to recognition by colleagues at national or international level. In so doing it is laying claim to the idea that peer review can have similar importance for evidencing achievement in teaching as is the case for research.

These perspectives on scope of teaching, sphere of influence and sources of evidence, the nature and mix of which will vary with both the point in career and with individual institutions, form the basis of the Promoting Teaching Evidence Framework (Figure 3).

The aim of this output is to provide universities with a framework and concrete examples of how teaching activities can be measured. The framework is aimed primarily at institutions undergoing development of policy and practice in this area but some aspects will also be useful for promotion applicants themselves.

4.2 Benchmarking Guide and Good Practice Benchmarks

A result of the four institutional self-reviews and the cross-institutional review meeting in Hobart was the formulation of a set of Promoting Teaching Good Practice Benchmarks. These were further refined by discussion between the members of the Project Team leading to the final Benchmarks that are attached as Table 4 in Appendix A.

The eighteen Promoting Teaching Good Practice Benchmarks are grouped around six dimensions of academic promotion:

- Plans and Policies
- Perceptions and Practice
- Promotion Applicants
- Promotion Applications
- Promotion Committee
- Outcomes and Review.

The Benchmarking Guide is designed to assist institutions to review and reflect on their current promotion policies and procedures based on these Good Practice Benchmarks. It can be used in two ways; 1)for internal self-review by comparison with the eighteen sector benchmarks with a view to identifying areas for improvement, and 2) for cross-institutional benchmarking enabling the sharing of knowledge, best-practice, and

cooperative development of solutions.

The Guide was derived from draft benchmarks and templates trialed in the four institutions during the project. It contains templates for:
- Institutional mapping of current promotion practices and policies
- Self-review against the 18 benchmarks including 72 trigger questions
- Sample benchmarking teams and sample agendas
- Questions for surveys, focus groups and interviews about staff perception of promotion
- Promotion Committee statistics collection
- Sample Memorandum of Understanding between benchmarking partner instutitions
- Diamond ranking activities.[1]

4.3 Good Practice Examples

A collection of examples of good practice has been produced, initially from the four collaborating universities, but following interactions with the two national advisory groups and various dissemination events, this has grown to reflect examples from other institutions (Table 3).

Table 3: Summary of good practice examples

Good Practice Example	Corresponding Good Practice Benchmark	Institution
Parity of esteem	1 and 2	University of Newcastle
Performance expectations for teaching	1, 2 and 4	University of Tasmania,
Career pathways for academic staff	2	University of Leicester
Parity of academic status	2	University of Leicester
A culture of valuing teaching	3 and 5	University of Newcastle
Guidelines and support for applicants	6 and 9	University of Newcastle
Teaching scholarship as research	8 and 10	University of Tasmania
Guide to evidence about teaching	9	University of Wollongong
Guidelines for evidence for promotion	9 and 12	University of Leicester
eSystem for teaching evidence	10	University of Newcastle
Peer review of teaching	10	University of Wollongong
Promotion Committee expertise	11 and 14	University of Tasmania
Compulsory induction of committees	12	University of Wollongong
Statistics on promotion outcomes	16	University of Wollongong
Moderation across academic colleges	17	RMIT University, Australia

89% of institutions that provided feedback at the Universities Australia Satellite Event indicated that the draft Good Practice Examples would be useful for initiating discussions about new initiatives at their university. Participants at the UK PVC Network event also indicated that the

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[1] These are activities suggested by the team that institutions undertaking consultations might like to use as a means to stimulate discussion of the relevant issues in focus groups or committees (see ref Clark, 2012).

Good Practice Examples were a useful aspect of the event. The examples are currently presented in the form of cards (e.g. Figure 4) allowing their use in institutional review settings, but they will also be available on the project website. Opportunities for submitting additional examples are included in the pack of cards and electronic submission is possible through the website. It is intended that these examples will become a valuable resource to stimulate the development and review of institutional policy and practice.

For example, at the HEA PVCT Network meeting in London, participants used the set of Good Practice Examples in a diamond ranking activity in groups of 6. They were asked to arrange the cards in a diamond formation with the most important at the top and the least important at the bottom in answer to the question *"Which elements of good practice are the most important in ensuring parity of esteem for teaching?* As a discussion tool, this diamond as an 'end product' enabled participants to crystallise their priorities and can scaffold action planning, whilst as a research tool, the placement lent itself to quantitative analysis. The facilitators from the project team noted that, for most groups, agreement on the 'top six' emerged relatively quickly and that the conversations then centred around the inter-relatedness (or not) of these good practices. As one might expect from participants with seniority in universities, the practices appearing most frequently at the top were those that relate to Institutional Culture: 'A culture of valuing teaching', 'Parity of academic status' and 'Parity of esteem'. These three appeared in all the groups' top sixes but were accompanied by different selections, suggesting that the route to operationalizing culture change is more ambiguous. One group rejected the diamond formation in favour of a pyramid, explaining that some more concrete changes to practice (such as detailed guidance, reporting of outcomes and the recruitment and training of promotions committees) supported the development of others which allowed the development of expertise in institutions (e.g. peer review, clear expectations of teaching performance) which in turn supports systemic cultural change.
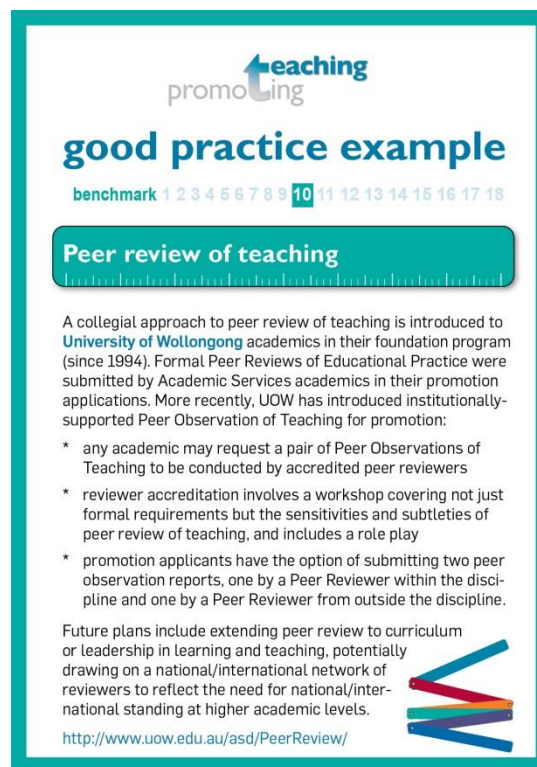

Figure 4: Sample of a Good Practice Example card.

4.4 Promoting Teaching Website

During the project, the website (Figure 5) served as a space for managing multiple versions of documents being developed by the team. When dissemination events were organized the website grew as a focal point for the dissemination of the outputs from the project as well as a mechanism for collecting feedback and further examples of good practice. In future, the website will be housed within the HEA website and further developed so that the project outputs become interactive and linked to resources in other projects relating to teaching excellence; space will be provided for discussion and comment to facilitate a community of researchers/practitioners in the area of academic promotion; and institutions can search for benchmarking partners.

Figure 5: Home page of website www.promotingteaching.com

5. Dissemination Strategy and Sustainability

There are two phases to the dissemination strategy for the project; firstly, dissemination of the draft outputs in order to gather feedback to inform further development of documentation, and secondly dissemination of the final versions of the outputs. The first phase was conducted initially through the two international advisory groups with feedback being used to facilitate refinement of early drafts. This was followed by a number of dissemination events, both in the Australia and in the UK, where advanced drafts of the documents were shared with institutions interested in revising their policy and practice.

5.1 Dissemination Events

Feedback from events has been used to drive changes in the production of finalised versions of these documents. This will make the outputs more useful to a wider range of institutions. The second phase involves dissemination of the finalised versions of the outputs, which will be cascaded to institutions that have already engaged with the project and who will be 'champions' of the approach we have developed.

The dissemination of the project in Australia and UK has been reasonably comprehensive with more planned dissemination events planned after the submission of the Final Report (see Appendix C). In Australia, the project was disseminated through a satellite event in Canberra. 19 out of 41 Australian universities were represented at the event including Senior Executives, HR Directors and key academics in learning and teaching. Professor Belinda Probert also gave a presentation, 'Teaching-focused academic appointments in Australian universities: recognition, specialisation, or stratification?' In her OLT commissioned report, Professor Probert questioned whether a separate teaching-focused classification would be more effective in creating genuine teaching- focused career paths than revisions to general academic promotion criteria (2013).

Key points from the Canberra discussion included the importance of defining teaching; alignment of promotion policies and processes with other key policies; a wish to move away from defensive language such as parity of esteem to procedural recognition of teaching; importance of equipping Heads of School with support for challenging career conversations; importance of leadership; impact on student learning; evidence-what does it look like? The Australian project team plans to disseminate more widely with aligned OLT projects on professionalisation of the academic workforce in the near future.

The UK project team, in collaboration with the HEA, has been able to disseminate the purposes and output project at two separate events while the project was in progress. This first was an opportunity provided to talk about the project as part of an HEA Change Academy Programme event held in Leeds, UK in April 2013 which had 25 attendees. The second event was during the May meeting of the HEA Network of Deputy Vice-Chancellors, Pro Vice- Chancellors and Vice-Principals. This event, which had 60 attendees, representing more than half of UK universities, was in two parts. The morning sessions focused on how to define, deliver assess and record teaching excellence. During the afternoon session the project team presented the Promoting Teaching project. Thus, the project team were able to disseminate the results of the project related to teaching promotion within a wider discussion related to understandings of teaching excellence. As the UK dissemination event took place later than the Australian event feedback in the UK could be gathered on the draft Evidence Framework in addition to the Good Practice Benchmarks. Participants were enthusiastic about its application in their own university contexts for self-review but expressed reservations about their readiness for processes of cross-institutional benchmarking to compare promotions practices, partly because of the time required. The UK team have also planned a number of dissemination events after the project conclusion:

- ASPIRE Symposium (Accrediting Staff Professionalism in Research-led

Education), Exeter, 13th Sept, 2013
- HR Directors Forum, UK, TBC
- HEA Network of Deputy Vice-Chancellors, Pro Vice-Chancellors and Vice-Principals, Nov, 2013

The feedback received from all the dissemination events so far highlight: 1) the Good Practice Benchmarks are a useful tool for undertaking institutional reviews; 2) an emerging interest in cross-institutional benchmarking to bring consistency and equivalency to the sector; 3) a strong interest in the development of an Evidence Guide for Teaching.

5.2 Sustainability

The project outputs will continue to be available through the website beyond the end of the HEA-funded project. The team is committed to maintaining and refining the resources, as well as presenting them at conferences, to a range of groups and to institutions either individually or through Change Academy events.

A further study to assess the impact of the outputs will also be necessary, although this is beyond the scope of the current project. This will involve following up with universities that have engaged with the project and used the outputs, to assess the impact of the Project on institutional promotion practice.

5.3 International Collaborations

This benchmarking project is part of the HEA's internationalisation plan. Disseminating the findings and outputs from this project will be very important for the HE sector worldwide. This international benchmarking partnership has not only highlighted the international collaboration between the four universities but also the international collaboration between HEA and the OLT. Both organisations want to be internationally connected and engaged.

There is great value in institutions benchmarking against institutions in other countries as it forces better articulation and clarification of their own unique context, a context which could be taken for granted when partnered with like institutions. However, for future reference, due recognition needs to be given to barriers involved in collaborating with countries that have widely opposite time zones. The different hemispheres have holidays at different times and different academic calendars. Planning, communication and feedback takes longer, despite the miracles of modern communications technologies. Bonding and mutual understanding of each institution's systems and procedures takes longer.

Adequate budget and time must be allocated for face to face meetings. Only one joint meeting was scheduled in this project. Double the number of days should have been allocated to it. It took the team a while to understand that we had only allowed time for four-way benchmarking and not budgeted for face to face time to develop the public resources which were to derive from our benchmarking experience. In compensation a number of face to face meetings were organised for sub-sets of the partners in both countries as we realised the importance of this gap but an earlier joint meeting would have been valuable.

The costs of international travel were prohibitively high and time-intensive. However, more time, and more face to face time, was needed: this project was not a traditional international collaboration between individual researchers who know each other; this project was an *institutional* collaboration dealing with sensitive and confidential data and processes. Although some of the core team members knew each other, many of the additional institutional members did not know each other. In hindsight, the project should have budgeted to bring the two UK project officers to Australia for the first joint meeting. This would have sped up communication and deepened the team's understandings of benchmarking processes in the crucial early stages.

6. Project Outcomes

6.1 Signing of MoU with HEA and OLT

The HEA and the OLT are currently in the process of signing a MoU on future collaborative projects and outcomes from July 2013. Professor David Sadler has assisted the OLT in its deliberations with the HEA in setting up the MoU. As noted in Section 5.3 above this benchmarking project has highlighted the potential key outcomes for international collaboration in learning and teaching between these two HE organisations. A number of Australian universities have met staff from the HEA over the last couple of months and are in the process of deciding whether to subscribe to the HEA to access their professional recognition scheme. The University of Tasmania will be a subscriber from January 2014.

6.2 Change Programmes

The MoU between HEA and OLT includes the extension of the Change Programme into Australia via the OLT and this has been confirmed and financially supported by the OLT Strategic Advisory Committee. The work of the promotion benchmarking group is very likely to be the first theme for the Change Programme in Australia.

Similarly, one of the dissemination opportunities for the UK team was one of the 2012/3 HEA Change Programmes. The UK Project Team is available to provide continued support to universities in the Change Programme. It is anticipated that future Change Programmes will continue to build the work of this project into their agendas, if not the major theme as per the recommendation for the pilot Australian Change Academy.

It is noted earlier in this report that this project will be extended through the Change Academy process into Australia and consideration of a Change Programme in the UK focused solely on Promoting Teaching.

6.3 Broader Involvement with HR

The project has highlighted the important role of senior staff in Human Resources and the alignment of academic staff processes and policies. In the UK, this has had some resonance through the HEFCE Initiative on Rewarding and Developing Staff in HE and in the HEA's own Change Programmes which have featured HR staff in discussions on reward and recognition. In Australia, the review of promotion policies has identified that some universities have given executive responsibility for promotion to their HR executive. A key factor to emerge during the dissemination events was the number of HR staff interested in academic promotion, reinforcing the sense from previous UK initiatives that promotion should be part of a much broader and more strategic workforce planning and development conversation with universities. With the present HE clime focused on accountability for funding and quality assurance, the focus has shifted to university performance. For universities to perform in this environment they must align their employment, induction and professional development processes with promotion processes. In line with this, UTAS has recently developed a document entitled *Opening UTAS to Talent: The UTAS Academic*, which is part of a much broader workforce planning project, which outlines key expectations in research and learning and teaching. There is a role for national bodies to continue to facilitate this engagement, again, possibly via Change Academies, and via special projects.

6.4 Invitation to Submit Good Practice Examples and Find Benchmarking Partners

The project website that was used for developing materials includes a menu item for submitting Good Practice Examples. It is our intention as a continuing project team to solicit examples at further events and in future publications. The website menu also includes a link for universities to register that they would be interested in a benchmarking partner on this topic.

7. Evaluation

Evaluation of the project was built-in from the start. The strategy included the appointment of an External Evaluator, Prof Dorothy Whittington, and international Advisory Groups for both Australia and UK. Evaluation criteria for the project included: *fit for purpose, comparability, transparency, accountability and transferability* of the benchmarking project for comparing standards in promotions across the higher education sector.

A meeting with the Australian Advisory Group took place early in the project and the UK Advisory Group was kept appraised and consulted as the review templates began to be developed.

The External Evaluator was in close contact with the project coordinator during the development of the timeline. She discussed progress with the project leads for both UK (Prof Annette Cashmore) and Australia (Prof Sandra Wills) with respect to communication and plans for the self-reviews. It was invaluable that the external evaluator joined the Hobart meeting in November 2012. This helped the team to focus on the way forward after the self-review and cross- institutional benchmarking; defining and redefining the outcomes and outputs of the project.

The External Evaluator joined the UK Advisory Group meeting in January 2013, again invaluable at the stage when the outputs and resources were being developed. The evaluator was able to speak with all members of the project team by telephone mid-cycle evaluation in order to gain an in-depth view of how the project was progressing at all stages. The interim evaluations were enthusiastic, useful, and insightful providing encouragement that the project was tracking along the right lines for having an impact on academic promotion for the HE sectors.

As the website grew it provided a resource for the External Evaluator and Advisory Group to be able to evaluate and give ongoing comment. When the resources were progressively published in draft form (March 2013 and May 2013), they were posted to all Advisory Group members for comment.

As previously outlined, one phase of the dissemination strategy was designed to get feedback from a wide audience at a variety of events (Appendix C). A few members of the Australian Advisory Group attended the first dissemination and feedback event in Canberra in March 2013. They were built into the programme. Some Advisory Group members were present at UK dissemination events. The External Evaluator came to a key event in the UK (the meeting of the UK PVCs and DVCs). Again, at this later stage of the project it was very helpful to have her views on the feedback received. HEA staff collected evaluation forms at the event which were forwarded to the project team.

At every event, and at events held within the partner institutions, there is widespread enthusiasm for the resources the project has developed. All universities that provided feedback on the Universities Australia Satellite event (n=9) indicated that the Good Practice Benchmarks would be a useful tool for undertaking a review of promotion practices at their respective institutions. 8 institutions also indicated that the Good Practice Examples would be useful in initiating discussions about new initiatives at their institution. Participants at the UK PVC Network indicated that they would use the resources to for improvement/enhancement of their promotion schemes at their respective institutions.

'Very beneficial, useful, though provoking and timely.'

'Thank you so much, such a vital resource and discussing it in any informed way is wonderful.'

The interim reports from the evaluator have provided continuous feedback and her final report was provided at the end of the project after she contacted the PVCs and VCs at the London event to determine their uptake of the resources, one month after the event. The final Evaluation Report highlighted that the project was fit for purpose and appropriately focused on its stated aims; the execution of the project and team development and management were open and transparent and it was judged a success at the point of completion with equivalent success for the planned dissemination after the project. The evaluation also mentioned that communication technology and anti-social time zones were indicative of international projects and stressed the importance of collaborative relationships in discussing international contextual differences in process, practice and policy.

Both Prof Whittington and the Advisory Groups are thanked for their roles in evaluating this project in such a way that comments could be acted upon along the way to help achieve a successful outcome.

8. Conclusion

8.1 Conclusion and Recommendations

In conclusion, the project team has achieved its key objectives, produced an array of unanticipated outcomes, and delivered resources that invite certain next steps. The MOU between the HEA and OLT has highlighted the benefits of working internationally. The project web pages within the HEA website could provide a hub for critical discourse, debate, research and benchmarking activity, so long as resources and expertise are allocated to drive the discourse around 'what is teaching?' The project team hope that the HEA will promote engagement with, and adaptation of, the project outputs to enable individuals, institutions and other national bodies to support the critical review of promotion processes, policies and practices to enhance recognition of teaching in a changing international sector.

The project team welcomes the expansion of the Change Academy and the MOU as explicit areas to be recognised and offer the following recommendations, that the:

1) HEA and OLT establish a collaborative project to measure the impact and uptake of the resources developed by the current project;
2) HEA consider projects on formal peer review for promotion and that these projects are international in order to widen the pool of external reviewers for professorial promotion;
3) HEA and OLT consider follow-up projects to explore the common ground that may result from current intersecting HEA and OLT projects on the professionalism of the academic workforce, academic prestige and teaching excellence;
4) HEA and OLT work collaboratively to develop evidence of teaching impact at the institutional, national and international levels to improve learning and teaching *standards*, as distinct from this project which focuses on evidence of individual impact for *promotion*, and;
5) Quality and standards agencies consider the need for greater consistency of promotion policies and practices across the HE sector.

8.2 Next Steps: Follow up Projects

Although the literature review highlighted that there are no other projects dealing with promotion and teaching, there are a number of related projects funded in the UK and Australia that have, or have had, some partial relationship to this project in part.

HEA projects:

- 2013 Cashmore *et. al*. - Rebalancing Promotion in the HE Sector: Is Teaching Excellence Being Rewarded?
- 2009 Cashmore & Ramsden - Reward and recognition in higher education: Institutional policies and their implementation
- 2011 Law - Recognising Excellence in Teaching & Learning
- 2013 Gunn *et al.* - Teaching excellence review project

ALTC/OLT projects:

- 2013 Probert -Teaching-focused appointments
- 2012 Cummings *et al.* and James *et al.* - Professionalisation of the Academic Workforce Projects
- 2010 Krause & Scott - Inter-university Moderation Project
- 2012 Sachs & Kosman - Teaching Standards Project
- 2009 Crisp *et al.* Peer review of teaching for promotions purposes

In the UK, the Cashmore projects are a foundation to the current project. We also pursued links in the UK with another HEA-funded project led by Gunn and others. In addition, the project has links with all the projects listed for Australia. In the main, the more recent projects in Australia are scoping the changing nature of the academic workforce. The UK projects focus on reward, recognition and teaching excellence. Our project scoped the changing nature of teaching. All perspectives will have implications for development of frameworks for professionalisation of the academic workforce and standards. All have implications for promotion criteria.

Most literature focuses on the characteristics of a good teacher i.e. the student interface aspects of teaching. Our project focused on the broader range of activities that are teaching-related and the literature on that is sparse. Literature does exist on each aspect of teaching but there is little that brings it together as a whole except Debowski (2012) Viewed through the lens of promotion, the scope of activity veers necessarily towards curriculum development, leadership and research. There is a lot of literature on these three topics individually, although the leadership literature is either generic or oriented towards schools rather than HE. The severe literature gap is in the holistic nature of teaching.

Therefore, it is recommended that follow-up projects be called for that look at the common ground between these current projects. Whilst each comes at the topic from different contexts and viewpoints that are valid in their own right, there would be value in exploring the common ground in order to flesh out more fully an enhanced understanding of the nature of teaching in all its complexity in twenty-first century universities and an agreed terminology for describing it. (Note for example, the UK's use of the term "teaching excellence" in contrast to Australia's use of the term "teaching"; UK use of the term "research" and in USA the prevalence of "scholarship of teaching & learning").

8.3 Implications for Standards Frameworks

The focus on the assessment of research impact has resulted in the international HE community beginning to discuss the impact on teaching. The HEA has begun to discuss impact in relation to their UK Professional Standards Framework [Higher Education Authority (HEA), 2011). This PSF provides a description of the main dimensions of learning and teaching within the HE environment. Evidencing teaching is a key component of the framework. The HEA aligns its Fellowship categories directly with the UK PSF descriptors. The descriptors are about impact, not inputs or activity. The most important impact indicator is the quality of the student learning. The UK PSF suggests a three component model of interlinked dimensions: Areas of Activity, Core Knowledge and Professional Values. The areas of activity include curriculum development, assessment and ongoing professional learning about teaching; core knowledge covers not only the subject matter but also knowledge of students, and appropriate learning technologies; professional values covers aspects of equity and concern for minority groups, as well as the broader context of higher education. The UK PSF has been used by universities who have modified it for promotion criteria. This project has identified the need for an Evidence Framework for the HE sector but, taking the lead from the HEA and from the project's dissemination forums, universities will soon be asked to demonstrate evidence of teaching impact, not unlike research impact.

Discussion on teaching impact has been recently raised in Australia. Krause (2013) provided an overview of how to demonstrate impact through an academic standards framework. The University of Western Sydney (UWS) has an Impact Standard in their UWS Academic Standards Framework. A key question to consider when discussing impact is how do we use a standards framework to demonstrate impact of HE on students? Krause (2013) also discussed the quality that we might seek in evidence such as objective measures; comparative measures; sustainable measures; and policy and practice measures. There is an abundance of research on evaluating the impact of teaching development programs or teaching scholars programs (TSP) (Moses,

Heestand, Doyle, & O'Sullivan, 2006; Stes, Clement, & Van Petegem, 2007). One option to ensure the value of impact measures in teaching is to develop a conceptual framework, which has multiple indicators for teaching impact collected over time to emphasise a collective rather than individual outcome (Trigwell, Caballero Rodriguez, & Han, 2012).

Lessons learnt from a review of teaching impact studies are: the importance of peer review and mentors at the institutional level in measuring teaching impact; the quality of evidence in measuring impact; the mixture of both qualitative and quantitative methods in evaluating teaching; the importance of measuring the impact of student learning; an institutional framework for measuring teaching impact for performance expectations and promotion; the need to evaluate multiple sites using similar evaluation techniques; the relationship between short- and long-term impact; and the relationship between individual and institutional impact.

Whilst the Promoting Teaching project has focussed on evidence and impact of teaching through the lens of academic promotion, it is recommended that the HEA and the OLT work together on aligning strategic projects that develop evidence of teaching impact useful at the institutional level.

8.4 Implications for Quality and Standards Agencies

The Quality Assurance Agency for Higher Education (QAA) in the UK and the Tertiary Education Quality and Standards Agency (TEQSA) in Australia both regulate and quality assure HE institutions.

The UK Quality Code for Higher Education sets out the expectations that all providers of UK HE are required to meet. The Quality Code covers academic standards, academic quality and information on HE provision. In Australia, TEQSA registers and assesses the performance of HE providers against the Higher Education Standards Framework. The Framework calls for learning outcomes and assessment to be informed by periodic reviews (at least every five years). Similarly, the QAA has been using the external examiner process to undertake external peer review.

The implication of the work of the QAA and TEQSA (and the HESP) to this project is the increasing accountability for universities, and in turn, academics, to demonstrate evidence of academic standards, through external peer review.

In addition, the project's reviews of promotion policies revealed huge differences between institutions: no two institutions are the same in their approach to academic promotion. With the academic workforce being increasingly mobile within countries and between countries, there is an argument for more consistency. Quality and standards agencies might consider this part of their territory.

8.5 Peer Review of Teaching

The project publication '*Making Evidence Count* ' has clearly shown how the sources of evidence about teaching are not solely dependent on student feedback and, in fact, are as dependent on peer review as is evidence about research, especially at higher levels of academic promotion. However, most universities do not have processes for peer review of teaching that can be used for promotion evidence. Peer review for promotion needs to be credible and verifiable (Crisp et al., 2009). Universities, like UOW, that have implemented peer review for promotion use trained reviewers external to an applicant's faculty and store reviews centrally only once an academic has approved it for release. It is an optional process and an academic can withdraw at any stage. At UOW academics retain ownership of the review choosing whether to release it or not. UOW also has two forms of peer review: peer observation of teaching (POT) and peer review of educational practice (PREP), distinguishing between classroom practice and the broader

activities involved in teaching, such as curriculum development and leadership.

It is recommended that the HEA along with other funding bodies call for projects on formal peer review for promotion, especially peer review of those aspects of teaching that are broader as highlighted in this study e.g. curriculum development and leadership. It would be valuable for these projects to be international in order to widen the pool of external reviewers for professorial promotion, which requires evidence of global impact.

8.6 National HR statistics

The project team noted the usefulness of Australian HR Benchmarking, which includes data on promotion outcomes (MacAulay, *et al.*, 2011). The team suggests that the UK implements a similar national HR data collection exercise which would be facilitated through building out from existing HR benchmarking practices. In Australia, it is suggested that the existing national benchmarking collection also incorporates data on success rates for teaching-related applications.

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Appendix A: Benchmarking

A key component of benchmarking methodology includes a self-review phase which involves the development of key performance indicators and performance measures. 7 performance indicators and 18 performance measures were initially developed based on a review of academic promotion literature and policy in Australia and the UK (using earlier reviews undertaken by the UK HEA and University of Leicester in 2009 and 2013 as the starting point).

Table 1: Academic promotions literature review categorised by draft performance indicators

Performance indicator 1: A strong university commitment to recognising teaching in academic promotion, reflected in strategy and policy and supported by academic leadership		
Performance Measure	Themes	Cite Evidence
Performance measure 1.1: University planning and policy reflects a commitment to recognising teaching achievements in promotion	• The vast majority of institutions now have explicit criteria in their promotion policies. This suggests that significant progress has been made with relation to the inclusion of teaching and learning in promotion policies [1] • The use of teaching criteria in university promotions policies varies widely [2] • The development of a flexible framework of criteria that can be used by institutions to help define achievement and excellence in teaching and learning whilst continuing to acknowledge the individuality of the institution [3] • Determining effective criteria and methods for the evaluation of the quality of teaching was also identified as an important element of any attempt to effectively value and reward teaching. In particular, clear and structured processes are needed to effectively measure teaching on its own terms, which is a necessary element of a clear and effective policy for promotion on the grounds of teaching excellence [4] • The attachment of funding to the assessment of research (via RAE) but not to the assessment of teaching has been a crucial factor for promotions within universities [5] • The structure of the RAE facilitates professional divisions between teachers and researchers [6] • Research performance has become the dominant predictor of faculty pay in the USA [7]	[1] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?* [2] Attwood, R. (Aug 5, 2010). Credit where it's overdue: *The Times Higher Education Supplement: THE 1959*, 35. Retrieved January 12, 2012, from - http://www.timeshighereducation.co.uk/story.asp?storycode=412795 [3] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?* [4] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [5] Young, P. (2006) Out of balance: lecturers' perception of differential status and rewards in relation to teaching and research, *Teaching in Higher Education*, 11(2), 191-202. [6] Sikes, P. (2006). Working in a 'new' university: In the shadow of the Research Assessment Exercise, *Studies in Higher Education, 31*(5), 555-568. [7] Fairweather, J. (2005). Beyond the rhetoric: Trends in the relative value of teaching and research in faculty salaries. *The Journal of Higher Education, 76*(4), 401-422
Performance measure 1.2: University and faculty leaders are fully supportive of the recognition of teaching excellence in academic promotion	• The relevance of promotional pathways centred upon teaching criteria or relating to teaching excellence has been questioned as excellent researchers will be promoted much more quickly than those who are seen as excellent teachers but average researchers [1] • 3-track, 2-track, single-track pathways to promotion including teaching and learning, research, and both teaching/learning and research [2] • Institutional agendas relating to promotion are continually shifting and this sense of change and flux is most acutely felt in and through the everyday lives of academic staff [3] • Institutional initiatives including learning and teaching strategies, central support services, accredited programs and professional development programs all help to increase the quality of teaching and prestige attached to it [4] • The importance of effective leadership, at both	[1] Young, P. (2006) Out of balance: lecturers' perception of differential status and rewards in relation to teaching and research, *Teaching in Higher Education*, 11(2), 191-202. [2] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?* [3] Clegg, S. (2008) Academic identities under threat?, *British Educational Research Journal,* 34(3): 329-345. [4] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. 5] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A

	departmental and institutional levels, in promoting teaching and driving initiatives to ensure that it is properly rewarded, suggests that leadership is an important part of the promotion of teaching in higher education [5] • Scepticism in the relevance and effectiveness of promotional pathways centred upon teaching criteria or based on teaching excellence as academics rated as excellent researchers will be promoted much more quickly than those who are seen as excellent teachers but average researchers [6] • Leadership in promoting teaching is absent due to the strong focus on research in the HE sector [7] • Research has become "the raison d'etre of academic life" [8]	collaborative investigation, Interim Report. [6] Young, P. (2006) Out of balance: lecturers' perception of differential status and rewards in relation to teaching and research, *Teaching in Higher Education*, 11(2), 191-202. [7] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [8] Nicholls, G. (2005) New lecturers' constructions of learning, teaching and research in higher education, *Studies in Higher Education*, 30(5), 611-625.
Performance measure 1.3: Leadership and policy are having a positive effect on culture	• A two-tier career structure has been identified in academia that transcends the supposed diversity of individual practice and disciplinary background [1 • The issue of job security and promotion in the UK has been primarily associated with research [2] • Promotion to senior academic positions is weighted in favour of academics that focus on research over teaching activities. However, there has been research that demonstrates that there has been some movement towards recognising teaching excellence in formal career progression [3] • Academics enjoy a synergy between teaching and research [4] • Teaching and research should be equally rewarded for promotions, committee work, etc. in this recent Australian study [5] • A potential discrepancy between what universities say they do to recognise good teaching and what the majority of academic staff perceive they do [6] • University staff feel that the emphasis on research and publication in determining career prospects is excessive [7] • Teaching-only' career paths and promotional procedures that recognise teaching as one of several criteria that can be the focus of an application for promotion are popular. These measures for rewarding and recognising teaching staff are taking a long time to become established. In some cases, pursuing an academic career by focusing on teaching is seen as a second-class academic activity; career paths designed to be 'teaching-only' are not enough to guarantee parity of status between university teaching and other academic activities [8] • 2-track pathways to promotion including (i) teaching only, and (ii) research only, both leading to professor where both teaching and research is expected[9] • single-track pathways to promotion including (i) teaching only, or research only leading to professor [10] • Promotion criteria relating to teaching and learning was reportedly not consistently applied within institutions and institutional culture making promotion based on teaching excellence seem like a second class option [11] • The importance to research in the HE sector for promotional activities in replicated in many countries – USA, Canada, Australia, UK [12] • Teaching and research should be equally rewarded for promotions in this recent	[1] Court, S. (1999). Negotiating the research imperative: The views of UK academics on their career opportunities. *Higher Education Quarterly,* 53(1), 65-87. [2] Greenbank, P. (2006) The academic's role: the need for re-evaluation?, *Teaching in Higher Education*, 11(1), 107-112. [3] Parker, J. (2008) Comparing research and teaching in university promotion criteria, *Higher Education Quarterly*, 62(3), 237-251 [4] During, B., & Jenkins, A. (2005) Teaching/research relations in departments: The perspectives of built environment academics, *Studies in Higher Education*, 30(4), 407-426. [5] Bexley, E., James, R. & Arkoudis, S. *The Australian academic profession in transition: Addressing the challenge of reconceptualising academic work and regenerating the academic workforce.* Canberra: DEEWR (2011) [6] Ramsden P. & Martin, E. (1996) Recognition of good university teaching: policies from an Australian study, *Studies in Higher Education*, 21(3): 299-315. [7] Gibbs, G., & Habeshaw, T. (2003). *Recognising and rewarding excellent teaching.* Open University. Milton Keynes. [8] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. [9] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?* [10] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [11] Ramsden P. & Martin, E. (1996) Recognition of good university teaching: policies from an Australian study, *Studies in Higher Education*, 21(3): 299-315. [12] Bexley, E., James, R. & Arkoudis, S. *The Australian academic profession in*

	Australian study [13] • Teaching career paths and promotional processes are perceived to have improved both the rewards available to university teaching staff and to have raised their perceived academic status. [14] • The importance of effective leadership, at both departmental and institutional levels, in promoting teaching and driving initiatives to ensure that it is properly rewarded It suggests that leadership is an important part of the promotion of teaching in higher education [15] • University staff feel that the emphasis on research and publication in determining career prospects was excessive [15]	*transition: Addressing the challenge of reconceptualising academic work and regenerating the academic workforce.* Canberra: DEEWR (2011) [13] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [14] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [15] Gibbs, G., & Habeshaw, T. (2003). *Recognising and rewarding excellent teaching*. Open University. Milton Keynes.

Performance indicator 2: Effective decision-making structures are in place to support the academic promotion process

Performance measure 2.1: Promotions committees are appropriately constituted Possible inclusion: Terms of Reference	• An over representation of research-focused academics on promotion panels can lead to an atmosphere in which promotion based on teaching excellence is less likely [1]	[1] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester.
Performance measure 2.2: Promotions committees are well-prepared		
Performance measure 2.3: Promotion committee procedures are designed to support fair and transparent promotions decisions		

Performance indicator 3: The requirements for promotion based on teaching are equitable compared to those for other areas of strength

Performance measure 3.1: Application requirements are comparable		
Performance measure 3.2: Promotion based on teaching is equitably represented in communications	• An increase in the number of institutions presenting promotional information on their website across the sector (from 47 to 55) in three of the four categories of institution indicates an increase in transparency concerning promotion policies [1]	[1] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?*

Performance indicator 4: Training, support and formal evidence collection are available to encourage quality applications

Performance measure 4.1: Advice and assistance is offered to potential applicants	• Academic Promotion Guide at UOW [1]	[1] Wills, S. "Teachers DO get promoted", Keynote Address, HEA National Teaching Fellows annual conference, University of Westminster, London, UK, May 2010 http://www.slideshare.net/Sandrawills/reward-recognition

Performance measure 4.2: Formal systems are in place to collect and validate evidence of teaching for promotion applications	• Formal training courses and other resources for supporting teaching are important factors in making teaching staff feel valued and recognised by institutions and departments [1] • Dimensions of educational practice for reviewers of teaching portfolios' developed as part of an ALTC grant on Peer Review of Teaching for Purposes [2] • Training courses and support for teaching staff in universities are regarded as important for two reasons; (i) they offer an indication that an institution takes teaching seriously as a profession; and (ii) the level of engagement with training and support offers an indication of an academic's commitment to teaching [3] • Perception of measuring quality of teaching is difficult compared to the relative ease of measuring research [5]	[1] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. [2] Crisp, G., Sadler, R., Krause, K., Buckridge, M., Wills, S., Brown, C., McLean, J., Dalton, H., Le Lievre, K., Brougham, B. (2009). *Peer review of teaching for promotions purposes: A project to develop and implement a pilot program of external peer review of teaching in four Australian universities*. Australian Learning & Teaching Council, Sydney. Retrieved February 2, 2012, from - http://www.altc.edu.au/resource-peer-review-teaching-adelaide-2009 [3] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [4] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report.
Performance measure 4.3: Academic mentors and supervisors are equipped to give consistent and accurate advice to applicants		

Performance indicator 5: Application requirements are clear, detailed, validated and encourage a high standard of application

Performance measure 5.1: Application forms and guidelines are clear and detailed	• A framework of criteria for assessing excellence needs to reflect the roles of staff at various levels of seniority and stages in career development, including lecturer, senior lecturer, chair or equivalents [1] • Ambiguous nature of the National Teaching Fellowship Scheme (NTFS) award winners as candidates from research intensive universities considered the award to complicate their internal institutional career profile and status [2] • Promotion to senior academic positions is weighted in favour of academics that focus on research over teaching activities. However, there has been research that demonstrates that there has been some movement towards recognising teaching excellence in formal career progression [3] • Framework of criteria for assessing excellence for lecturer/equivalent would entail: (i) input to delivery or leading teaching; (ii) organisation of courses/modules; (iii) student feedback/performance; (iv) peer observation; (v) peer feedback/review; (vi) evidence of evaluation of teaching approaches [4] • Framework of criteria for assessing excellence for senior lecturer/equivalent would entail: (i) evidence of scholarship of teaching and learning, awareness of relevant literature; (ii) teaching informed by own research and others; (iii) writing contributions to text books; (iv) institutional awards; (v) own research in teaching and learning; (vii) input into institutional policies [5] • Framework of criteria for assessing excellence for	[1] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?* [2] Skelton, A. (2004) Understanding 'teaching excellence' in higher education: a critical evaluation of the National Teaching Fellowships Scheme, *Studies in Higher Education*, 29(4), 451-466. [3] Parker, J. (2008) Comparing research and teaching in university promotion criteria, *Higher Education Quarterly*, 62(3), 237-251. [4] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?* [5] Ramsden P. & Martin, E. (1996) Recognition of good university teaching: policies from an Australian study, *Studies in Higher Education*, 21(3): 299-315. [6] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [7] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition*

	chair would entail: (i) • presentations and publications; (ii) national awards; (iii) evidence of national and international impact; (iv) input into national/international policy and strategy [6] • Focusing on generic institutionalised data provides a limited insight into staff perceptions and experiences and how these may vary along the lines of gender, seniority, disciplinary background and workload (fulltime/part-time) [7] • National profile, student views, and good teaching (as reviewed by peers) considered to be the most important [8] • Key criteria for teaching excellence include evidence of high quality teaching through student feedback/peer review; national profile through contributions to national debates or acting as an external examiner; successful pedagogic research [8] • Career pathways and promotional procedures that recognise teaching as one of several criteria that can be the focus of an application for promotion are increasingly popular [8] • Academic Promotion Guide at UOW [9]	*of teaching in higher education*, A collaborative investigation, Interim Report. [8] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report. [9] Wills, S. "Teachers DO get promoted", Keynote Address, HEA National Teaching Fellows annual conference, University of Westminster, London, UK, May 2010 http://www.slideshare.net/Sandrawills/reward-recognition
Performance measure 5.2: Applicants are validated		
Performance measure 5.3: The application process encourages a high standard of application		
Performance indicator 6: Decisions are well-founded and outcomes are sound and equitable		
Performance measure 6.1: Decisions are well-founded		
Performance measure 6.2: Clear processes are available for applicants to put a case, address questions and appeal decisions	• Data only able to be collected from 46 institutions in the UK, suggesting a lack of transparency with regard to promotion processes [1]	[1] The Higher Education Academy (2009). GENIE Centre for Excellence in Teaching and Learning, University of Leicester. *Reward and recognition of teaching in higher education*, A collaborative investigation, Interim Report.
Performance measure 6.3: Promotion outcomes are sound, effective and equitable	• Potential differences in staff perceptions and experiences based on gender, seniority, disciplinary background and workload (fulltime/part-time) [1]	[1] Ramsden P. & Martin, E. (1996) Recognition of good university teaching: policies from an Australian study, *Studies in Higher Education*, 21(3): 299-315.
Performance indicator 7: There is systematic cycle of review and improvement of academic promotion policies and processes		
Performance measure 7.1: A systematic cycle of review and improvement encourages program improvement	• Implementing transparency and consideration of promotional criteria as an essential component of institutional quality review may be an incentive to embed change within universities regarding promotion and policies [1]	[1] Cashmore. A., Cane, C., Cane, C., &Stainton, C. (manuscript). *Is teaching and learning being rewarded?*

Table 2 (below) illustrates the evolution of the Good Practice Benchmarks. The first column shows the initial 15 *Pilot Performance Indicators*, clustered in six dimensions. Each institution used these to conduct a self-review, prior to the cross-institutional review in Hobart, Tasmania, 2012. The second column shows the final 18 benchmarks, refined through the cross-institutional review, feedback from the International Advisory Group (IAG) and dissemination events in Australia and the UK. In short, there was some simplification of dimension naming, re-sequencing of indicators, re-naming to good practice benchmarks, and three additional benchmarks (highlighted).

Table 2. Evolution of the Good Practice Benchmarks

Initial 15 Pilot Performance Indicators grouped in 6 dimensions.	Final 18 benchmarks grouped in 6 dimensions.
1: PLANNING AND POLICY	**PLANS AND POLICY**
1.1 University planning reflects a commitment to parity of esteem between teaching achievements and other achievements in promotion (#1)	1. University plans reflect a commitment to parity of esteem between teaching achievements and other achievements in promotion
1.2 University policy reflects a commitment to parity of esteem between teaching achievements and other achievements in promotion (#2)	2. University policies reflect a commitment to parity of esteem between teaching achievements and other achievements in promotion
2: LEADERSHIP AND CULTURE	**PERCEPTIONS AND PRACTICE**
2.1 University and faculty leaders support parity of esteem for teaching achievement in academic promotion (#3)	3. University leaders support promotion for teaching achievement
	4. Leaders of academic units support promotion for teaching achievement *(new)*
2.2 University culture is conducive to parity of esteem for teaching achievement in academic promotion (#4)	5. Peer interactions support promotion for teaching achievement
3: DECISION MAKING STRUCTURES AND PROCESSES	**PROMOTION COMMITTEE**
3.1 Promotions committees are constituted with an appropriately balanced membership (#5)	11. Membership of promotion committees is appropriately balanced to represent teaching
3.2 Promotions committees are well prepared (#6)	12. Promotion committees are well prepared to evaluate the teaching achievements of applicants
3.3 Promotion committee procedures are designed to support fair, consistent and transparent decisions (#7)	15. Promotion committee procedures for evaluating teaching are transparent to current and prospective staff
3.4 Promotion committee decisions are based on consideration of equity (#8)	13. Promotion committee procedures are designed to support consistent and equitable decisions on teaching
	14. Where there are processes for external evaluation, attention to teaching mirrors attention to other areas of achievement *(new)*
4: APPLICATION PROCEDURES	**PROMOTION APPLICATIONS**
4.1 Application forms and guidelines for teaching/teaching scholarship are clear and detailed (#9)	9. Application forms and guidelines for evidencing teaching/teaching scholarship are clear and detailed
4.2 Expectations of achievement levels and weightings are equitable (#10)	8. Equal status for teaching is clearly stated in promotion forms and guidelines
5: TRAINING AND SUPPORT	**PROMOTION APPLICANTS**
5.1 Advice and assistance is offered to potential applicants (#11)	6. Potential applicants are offered advice and assistance on evidence of teaching achievement, which is aligned to policy and career planning
5.2 Academic mentors and supervisors are equipped to give consistent and accurate advice to applicants (#12)	7. Academic mentors and supervisors are equipped to give consistent and accurate advice to applicants on teaching evidence and teaching pathways to promotion
PI 5.3 There are institutional systems in place to collect and validate evidence of teaching for promotion applications (#13)	10. Systems are in place to collect and validate evidence of teaching for promotion applications
6: OUTCOMES, EVALUATION & REVIEW	**OUTCOMES AND REVIEW**
6.1 Promotion outcomes are sound and equitable (#14)	16. Promotion outcomes can be demonstrated to be sound and equitable for teaching
6.2 A systematic cycle of review and improvement encourages improvement (#15)	17. A transparent cycle of review tracks recognition of teaching in academic promotion
	18. Academic staff perceive that teaching achievements are valued in promotion processes *(new)*

Table 3 (below) summarises the change in Dimensions between institutional self-review (2012) and the final Good Practice Benchmarks (2013). Dimension titles were simplified and in some cases re-sequenced (see matching colours). In addition, feedback from consultation with the International Advisory Group (IAG) and dissemination events resulted in three additional benchmarks.

Table 3. Change in Dimensions

2012	2013
Planning and Policy	Plans & policies
Leadership and culture	Perceptions & practices *4. Leaders of academic units support promotion for teaching achievement (new)*
Decision making structures and processes	Promotion applicants
Application procedures	Promotion applications
Training and support	Promotion committee *14. Where there are processes for external evaluation, attention to teaching mirrors attention to other areas of achievement (new)*
Outcomes, evaluation and review	Outcomes & review *18. Academic staff perceive that teaching achievements are valued in promotion processes (new)*

Table 4 (next page) is the final Promoting Teaching Good Practice Benchmarks as published (HEA, 2013).

Table 4: Final Good Practice Benchmarks

Plans & policies

1. University plans reflect a commitment to parity of esteem between teaching achievements and other achievements in promotion
2. University policies reflect a commitment to parity of esteem between teaching achievements and other achievements in promotion

Perceptions & practices

3. University leaders support promotion for teaching achievement
4. Leaders of academic units support promotion for teaching achievement
5. Peer interactions support promotion for teaching achievement

Promotion applicants

6. Potential applicants are offered advice and assistance on evidence of teaching achievement, which is aligned to policy and career planning
7. Academic mentors and supervisors are equipped to give consistent and accurate advice to applicants on teaching evidence and teaching pathways to promotion

Promotion applications

8. Equal status for teaching is clearly stated in promotion forms and guidelines
9. Application forms and guidelines for evidencing teaching/teaching scholarship are clear and detailed
10. Systems are in place to collect and validate evidence of teaching for promotion applications

Promotion committee

11. Membership of promotion committees is appropriately balanced to represent teaching
12. Promotion committees are well-prepared to evaluate the teaching achievements of applicants
13. Promotion committee procedures are designed to support consistent and equitable decisions on teaching
14. Where there are processes for external evaluation, attention to teaching mirrors attention to other areas of achievement
15. Promotion committee procedures for evaluating teaching are transparent to current and prospective staff

Outcomes & review

16. Promotion outcomes can be demonstrated to be sound and equitable for teaching
17. A transparent cycle of review tracks recognition of teaching in academic promotion
18. Academic staff perceive that teaching achievements are valued in promotion processes

Appendix B: Review of Higher Education Promotions Policies

Background

The primary purpose of the International Inter-University Benchmarking of Academic Promotion Project was to develop Good Practice for sharing and comparing promotion policies and processes across the Australian and UK higher education sectors. A review of UK Higher Education promotion policies in relation to teaching was undertaken in 2009 and 2013 in collaborations between the HEA and the University of Leicester (Cashmore & Ramsden, 2009; Cashmore *et. al.*, 2013).

UK Update

Detailed analysis and discussion by the previous HEA/Leicester project was supplemented by a further search of UK universities' policies and descriptive analysis in Newcastle, so that a mapping and context was available for the questionnaire data from staff and the reactions of UK PVCs to the initial outputs from the project. The criteria surveyed were for promotion to Senior Lecturer, Reader and Chair (or equivalent titles).

Leicester survey	Newcastle survey	Policies not publicly available	Unsurveyed
52	12	32	21

The findings from these surveys suggest that the majority of UK universities do have promotions policies in place which provide relatively accessible and clear routes for promotion on the basis of teaching. There is no overall sense in the documents that teaching 'counts' for less than other academic endeavours and many Universities make explicit statements about the value placed on all activities. The assumption in most documents appears to be that most candidates will be applying with a traditional balance of role and responsibility (often expressed as 40:40:20 between research, teaching and administration/ engagement/ commercialisation).

Where specific mention is made to teaching-focused routes, most of these assume a degree of re-balancing: candidates still apply on the basis of research and scholarship outputs and esteem but with greater emphasis placed on achievement in teaching. However, in some contexts, a teaching-focused route is seen as an excluding choice, with research activity being replaced by teaching. It is a question for further investigation whether a re-balanced approach is one that can support individuals in moving back and forth between teaching and research focus over their career. Some data from the descriptive survey seems to indicate that the switch to teaching is intended to be more permanent: for example, candidates are rarely expected to have conducted pedagogic research in support of their teaching promotion and some institutions explicitly state that the expectation to conduct original research of any kind will be removed from the contractual terms of candidates successfully promoted on the basis of teaching.

It is noticeable in some institutions that the requirement of excellence and innovation in teaching is given greater emphasis for Professorial candidates, which while welcome in terms of the conception of the '21st Century Academic', might raise concerns about the lack of a clear developmental pathway, particularly if staff in Senior Lecturer and Reader posts have not been expected to theorise their excellent practice through review and research.

The level of detail in the surveyed documents support the findings from the questionnaire data, that staff who engage with the promotions criteria can find help and support in making a case for promotion on the basis of excellent teaching. Descriptive analysis suggests that, at the level of procedural detail there was some variation. Commonly sections on evidence, equality and committee procedure tended to be clear, while there was perhaps less clarity about feedback to candidates, appeals against decisions and the training and support for committee members.

These elements contribute to the wider culture and could account for the more cynical views of those who had not engaged directly with promotions or promotions support.

Australia

As a part of this project, the Project Team undertook a desk-top review of 41 Australian HE institutions' current academic promotion policies.

The report 'Review of Australian HE Promotion Policies' provides a detailed review of the similarities, differences and gaps identified in the policy provisions across the Australian HE sector. A summary of the key findings is provided below.

Of the 38 Australian HE institutions that have a formal Academic Promotion Policy, the following policy provisions were consistently identified; regular review, the purpose(s) of the policy, scope and eligibility, clear areas for performance and promotion criteria, Promotion Committee composition, clear evidence of teaching practice, levels of achievement and clear standing on the existence of avenues for appeal.

The majority of Australian universities require three areas of performance to be addressed in promotion applications, which can be grouped into three main categories;

1)   Teaching, Research and Service;
2)   Research/Creative Works, Teaching and Community Engagement;
3)   Learning and Teaching, Research and Scholarship, Professional Engagement and Leadership.

Five HE institutions explicitly include the Scholarship of Teaching or the Scholarship of Learning and Teaching as a key performance area in their promotion policy.

The main gaps identified in the policy provisions include:

• *Promotion policies generally do not reference assessment or quotas*: 52.6% of policies do not seem to have a clear statement regarding the existence, or non-existence, of promotion quotas. Also missing from many policy documents is how the Promotion Committee assess each application;

• *Promotion policies are supported by training for promotion applicants and promotion committee members*: 65.8% of policies did not articulate a procedural review of the policy or any reference to training of either the promotion applicants or Promotion Committee members.

Promotion processes include feedback to applicants: Only 52.6% of promotion policies specified that applicants are provided with feedback, either written or verbal, on the outcome of their application and this feedback is usually only provided to unsuccessful applicants.

Appendix C: Dissemination Events

Dissemination Events during Project:

Name of Event	Location and Date	No. of Participants
Australian Events: Universities Australia Higher Education Conference	Canberra, 1st March, 2013	30
UK Events: HEA (Recognising Teacher Excellence Change Programme)	Leeds, 24th April, 2013	30
Association of National Teaching Fellows Annual Conference (Partnership and Collaboration)	York, 29th-30th April 2013	60
HEA Network of Deputy Vice-Chancellors, Pro Vice-Chancellors and Vice-Principals	London, 1st-2nd May 2013	70
HEA Annual Conference	Warwick, 3rd-4th July 2013	40

Forthcoming Events:

Name of Event	Location and Date
Australian Events: Deputy Vice-Chancellors Academic Forum	Canberra, November 2013
HR Directors	TBC
UK Events: ASPIRE Symposium (Accrediting Staff Professionalism in Research-led Education)	Exeter, 13th September 2013
HR Directors Forum	TBC
HEA Network of Deputy Vice-Chancellors, Pro Vice-Chancellors and Vice-Principals	November 2013