

SUGGESTED GUIDELINES FOR MEMBERS OF FACULTY PROMOTION COMMITTEES WITH SPECIFIC EXPERTISE IN REVIEWING CONTRIBUTIONS TO TEACHING

All applicants

- Is there **evidence** of sustained effectiveness of teaching in terms of student learning drawn from a variety of sources (eg student feedback, peer feedback on courses developed, formal student recognition of teaching effectiveness, student work that demonstrates effective learning, etc)?
- Is there **evidence** of sustained development of teaching practice (eg through reflecting and responding where appropriate to student/peer feedback, engagement in formal and/or informal professional development in teaching, etc)?
- Is there **evidence** that curriculum development and course outlines are informed by a clear rationale that links teaching and learning activities and assessment?

Applicants for combined or teaching track to Associate Professor or above

- Is there **evidence** of leadership in learning and teaching? Is such leadership impacting on the effectiveness of educational practice and/or policy, eg as course/program co-ordinator, in curriculum design, in fostering learning and teaching communities, in contributing to improving teaching standards?

Applicants for the teaching track to Associate Professor or above

- Is there **evidence** of a sustained contribution to research into student learning in the discipline and/or across disciplines (eg through publications, engagement in Carrick initiatives, acting as editor/referee for scholarly journal in learning and teaching, etc)?