

# ACADEMIC PROMOTIONS TOOLKIT

## DEVELOPING A CASE FOR ACADEMIC PROMOTION

Your application for promotion will include the following **Academic Promotion Forms**:

- A - Application for Academic Promotion
- B - Research and Teaching Related Activities

Additionally, you will need to include:

- a **Research Case**
- a **Teaching Case**
- an **Engagement and Leadership Case**

Some broad guidelines on how to present your cases and the possible sources of evidence in relation to each of them is set out in this document.

More generally, some practical advice you may find helpful:

- prepare well in advance
- as a starting point in your application, write a brief overview (executive summary) of your achievements since your last promotion/appointment at UNSW
- in terms of research area – identify a clear focus
- in terms of engagement and leadership– clearly outline your contributions and their impact rather than a list of activities
- systematically gather your evidence/documentation of achievements, for example, in the area of learning and teaching these might include awards, invitations to guest lecture, student feedback and so on
- prepare a draft of your application and ask others for feedback (preferably someone who has participated in a promotion committee)
- select your referees carefully – choose referees who can provide an independent and authoritative assessment of your work.

For further details regarding the format of the application and the promotion procedures see Academic promotions Policy and Procedures available on the HR website: <https://www.hr.unsw.edu.au/employee/acad/acadprom.html>

## Developing a RESEARCH Case for Promotion

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Research is characterised as having the following attributes:

- it is the result of substantial scholarly activity
- it involves original work (i.e. not a compilation of existing works)
- its veracity, validity, or scholarly quality has been tested through a peer review process or similar process involving an assessment or review of the research output in its entirety by an independent qualified expert/s, or by satisfying the commercial publisher processes
- it contributes to increasing the stock of knowledge
- it is in a form that enables dissemination of knowledge.

This includes creative and artistic works where they relate to the discipline area.

In developing the Research Case, the applicant should highlight areas of greatest strength and achievement since appointment at or promotion to, their present level.

A Research Case will typically include a short introductory statement of your case for promotion indicating the context for your research program. The Research Case should address the following areas, where relevant and evidence can be provided:

- A. your research program including future direction of research;
- B. research achievements & measures of esteem;
- C. research supervision; and
- D. research leadership.

Below are some suggestions for possible **sources of evidence** that applicants *may* include in their case for promotion to support these areas, where relevant.

## Possible Sources of Evidence in Relation to Research

### A: Research program

The statement regarding your research program will be unique, however you should provide evidence of having conducted a program of research that is original in concept and has made a contribution to the discipline. This statement should include details on the **future directions** of your research program.

### B: Evidence of achievements (research outputs) and measures of esteem:

#### 1. Research outputs

Complete Section A, Steps 1-4 (Research Outputs) of the "[Research and Teaching Related Activities Form](#)", this will summarise your research outputs such as:

- Evidence of research output respected in the discipline or in higher education and related learning and teaching research including those publications reported to DEST and refereed designs, patents, creative works or major exhibitions as defined by DEST.
- Other "research outputs" which takes into account the practices of the discipline concerned or learning and teaching related research.
- Invited keynote or plenary addresses and full-length prepared papers presented at major scholarly or professional conferences.
- Commercialisation of research outcomes through licensing or assignment to "start-up" or pre-existing companies, corporations or government departments; development of Intellectual Property.

#### 2. Recognition and Indicators of Esteem

Complete Step 5 (Research Income) of the "[Research and Teaching Related Activities Form](#)" to summarise recognition of your research and indicators of esteem such as:

- Research income received from grants, fellowships or commissions for research from major competitive granting bodies or other funding agencies, major research or professional consultancies, major planning projects, buildings, or major commissions for artistic work.
- Awards for research including prizes, medals, winning entries in competitions, elected memberships of academies, fellowship of academic associations or professional institutes, honorary degrees and other research distinctions.
- Critical acclaim for research including positive editorials, reviews, interviews or significant citations to your research by others.

### C: Evidence of Research and Honours Supervision

Complete Step 6 (Research and Honours Supervision) of the "[Research and Teaching Related Activities Form](#)" to summarise:

- Effective supervision of research students (as defined in UNSW Guidelines on Supervision <http://my.unsw.edu.au/student/research/SupervisionAndGoodPractice.html>).
- Completion rates
- Achievements of research students
- Development of relevant graduate attributes
- Encouragement of publication and conference presentations by research students
- Provision of appropriate feedback to research students

#### **D: Leadership in Research<sup>1</sup>**

Examples of evidence of leadership in research include:

- Significant contributions to and leadership in national and international research including leadership positions in academic, learned and professional and government bodies/societies, editorial advisory boards, invitations to review manuscripts, appointment to advisory bodies or organisations because of academic standing, appointment to adjudicate.
- Assisting others, formally or informally, in developing their research profile e.g. through shared peer observation, mentoring, facilitating workshops in research and research training, including postdoctoral training.
- Participation in University committees relating to the improvement of research and research training.
- Involvement in policy development in research and research training.
- Membership of associations, committees, panels, or working parties relating to the improvement of research and research training.
- Directorship of centres, or the coordination of major research facilities, networks and infrastructure
- Organisation of research conferences, seminars or workshops.
- Leadership or active participation in professional organisations.

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<sup>1</sup> Evidence of leadership (i.e. influencing research practice and/or policy in accordance with UNSW and Faculty strategic goals) is required rather than evidence of activity (e.g. committee memberships) alone. Evidence of the impact and achievements relating to the activity is required so that a judgment can be made about the level of leadership displayed.

## Developing a TEACHING case for Promotion

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Teaching involves the facilitation of undergraduate and postgraduate student learning. This includes all aspects of your work associated with teaching and student learning. The key aspects of your teaching activity that you should include in your Teaching Case are listed below. More detail on these areas and some suggestions for possible sources of evidence to support your Teaching Case follow.

### *Leadership*

Effective **leadership** is integral to all aspects of teaching. Leadership in learning and teaching reflects a person's capacity to engage others in the process of defining and working towards realising particular outcomes. It is not limited to those appointed to senior or management roles but applies to all levels. In your development, it is helpful to consider the focus of your engagement, which may initially be around a course, and then progress through to involvement in programs, school, faculty, university and discipline level and beyond. Consequently, the area of leadership has not been identified as a separate category, but rather is integrated into the key areas outlined below.

Detail as to how leadership might be demonstrated is outlined within the following categories. Note that demonstrating leadership goes beyond just describing participation in activities (eg *Membership of program review committees*) to showing evidence for your effectiveness in terms of achievement and impact (eg *influencing your peers' educational practice and/or policy in accordance with UNSW and Faculty strategic goals*).

### Key Aspects of Teaching Activity

The following broad areas should be addressed in relation to your teaching case for promotion. You are not required to present your case under these headings necessarily, you can use any format you wish. However, it is expected you cover all these aspects of teaching activity, at least to some extent. Further details and examples of each of these aspects of teaching activity (possible source of evidence) follow.

#### A. Teaching Rationale

The **rationale** behind your approach to learning and teaching, that is, WHY you do what you do. Your rationale will typically outline the type of issues faced in your specific discipline/context and how you address them.

#### B. Teaching Practice

An **account** of WHAT you do when teaching and to support your teaching including, for example: the actual classes you teach, the teaching strategies you use, the forms of assessment you employ, your involvement in and impact on course and program design, demonstrating how the courses and programs link student learning outcomes to teaching activities, assessment and graduate attributes, and so on. Your practice should include discussion of the leadership you provide in learning and teaching and the impact of your leadership at the course/program/school/faculty/university level or more broadly.

#### C. Effectiveness of Teaching

HOW you know whether your approach is **effective** in terms of student learning and the student experience, through a brief analysis of various forms of evidence collected to evaluate and assess the impact or effectiveness of your teaching and other contributions to learning and teaching. This evidence may include formal and informal student evaluations, peer review of teaching; and/or other forms of evaluation. This would inform any changes in your teaching practice, which you should discuss under the following section.

#### D. Development of Teaching

HOW your teaching practice has **developed**. For example, how your teaching practice has been informed and improved through response to feedback you receive (from students,

peers), through exposure to the ideas of others and the literature of learning and teaching (both educational and disciplinary), which may come from professional academic development and external professional expertise. Including, at more senior levels, evidence of a contribution to the scholarship of learning and teaching within your discipline or generally (this contribution to the scholarship or research on learning and teaching may link to your research case for promotion).

Some guidelines you may find useful when collating this evidence and writing your case for teaching include:

- Start by clarifying your focus – what areas do you want to highlight in particular?
- Show balance/integration across areas you are involved in, starting with your rationale. While the four areas outlined above overlap, you should cross-reference rather than repeat information.
- Draw from multiple sources of evidence (for instance, refer to a range of sources of feedback on your teaching).
- Support your case with both high quality summaries of evidence (for instance using tables or graphs to summarise CATEI) as well as well chosen specific examples (for instance, an assessment task or student quotes).
- Highlight improvement – for instance show how negative feedback has been used to improve your teaching.
- Use your own words (avoid jargon) and include personal qualities as appropriate.

## Possible Sources of Evidence in Relation to Teaching

There is no expectation that evidence will be provided for all the areas listed below, nor that applicants will be equally strong in all aspects of teaching.

### A. Teaching Rationale

In the context of your teaching case for promotion, stating your rationale for teaching is about making explicit WHY you do what you do as a teacher, and WHY you think what you do (including what you ask your students to do) leads to effective learning.

Your rationale should underpin your approach and so be consistent with the following sections, in particular with your teaching practice. In addition, in this section you have the opportunity to highlight your particular discipline and context and how this has influenced – and possibly constrained - your approach to teaching.

### B. Teaching Practice

A list of courses taught and your role in them (eg course co-ordinator) should be summarised in Section B of the Research and Teaching and Related Activities form: refer to Form B. You should include a summary of teaching activities since your appointment at UNSW or your last promotion.

You should include details of WHAT you do in relation to teaching and the evidence relating to your *impact* as a result on course and program design and delivery. This might include:

#### 1. Planning, Facilitation and Development of Courses/Programs

- Incorporation of UNSW course outline template requirements into course information given to students [http://www.ltu.unsw.edu.au/ref4-2-4\\_course\\_outline\\_template.cfm](http://www.ltu.unsw.edu.au/ref4-2-4_course_outline_template.cfm)
- Evidence of the application of good practice in curriculum design, for instance, as shown in the UNSW Guidelines on Learning that inform teaching <http://www.guidelinesonlearning.unsw.edu.au>, which include:
  - Evidence of the development of inclusive curricula that take account of, and draws upon, student diversity and/or exposes students to diverse perspectives
  - Evidence that students experience research teaching links through the curriculum
  - Evidence that expertise in the discipline informs course design and implementation
  - Evidence of cross disciplinary teaching
- Initiation/development/evaluation and review of programs/courses

#### 2. Innovations (including the use of technologies) to support/enhance student learning

- Evidence of innovation, for example, in:
  - Developing and/or implementing different or new teaching strategies in your discipline

- Developing and/or implementing different forms of assessment
- Methods used to develop and assess graduate attributes
- Incorporation of work-based or work integrated learning
- Use of technology to support and enhance lectures and/or assessment
- Evaluation of the effectiveness of the innovation such as through student feedback
- Evidence of engagement with colleagues in the development/implementation/adaptation/evaluation of innovative teaching strategies and/or assessment

### 3. Collaboration in Course/Program Design and Facilitation

- Co-ordination of tutor/sessional training program within the school/faculty
- Evidence of effective approach to course convening, course co-ordination and administration (where relevant)
- Evidence of active support for mentoring of students
- Involvement in academic advising role
- Effective collaborative participation and contribution to course and program design and/or review teams
- Evidence of contribution to collaborative review, development and/or evaluation of curricula
- Evidence of leadership in collaborative course and program design and learning and teaching practice
- Collaboration with colleagues at other universities in the development of program materials/teaching and in response to shared learning issues (eg. as a consequence of an Australian Learning and Teaching Council (ALTC) Project Grant)

At higher levels of academic appointment (Levels C, D and E), more evidence of leadership in this area is expected which might be at the program, school or institutional level. This might be evidenced by more formal collaboration such as:

- Co-ordination (or convening) of programs
- Involvement in learning and teaching policy development in the school/faculty/university
- Active participation and contributions made to University committees relating to the improvement of learning and teaching

## C. Effectiveness of Teaching

Evidence of teaching effectiveness needs to be derived from analysis of multiple sources of feedback. Evidence from student evaluation using the Course and Teaching Evaluation and Improvement surveys should be listed in the Research and Teaching Related Activities form: refer to Form B, and summarised in your Teaching Case. Other forms of evidence could include:

- Feedback from students from multiple sources (eg, from your own tailored surveys, plus other formative tools you use in your teaching to check learning and satisfaction)
- Peer review of your teaching

- Awards for teaching, including prizes, citations, medals, fellowships of academic associations.
- Evidence of student achievement
- Exemplary student work
- PhD completion rates
- Success of past honours and postgraduate students
- Recognition achieved by previous and current students in research, professional and other communities

#### **D. Development of Teaching**

Development of your teaching may result from your response to feedback (from student and/or peers) and your participation in development activities (which might be structured activities or less formal interactions) through which you engage with new ideas and research in learning and teaching from the literature and/or colleagues. Using these areas to inform your understanding and practice is referred to as taking a scholarly approach to teaching, and areas where you can show evidence of a scholarly approach should be emphasised. In addition, you may make a contribution to the scholarship of teaching and learning (also refer to Research case).

##### **1. Improvement and development of teaching in response to feedback**

Commitment to student learning through a continued thoughtful, considered approach to your teaching might be demonstrated with:

- Evidence that student course and teaching feedback has been collected, summarised and analysed systematically over time (e.g. CATEI feedback) and that you have used this, along with feedback from a range of sources (colleagues,, self, the literature, etc) to overcome issues in student learning
- Peer feedback/review of teaching used to develop teaching practice
- Consultations with learning and teaching support services including the Learning & Teaching @ UNSW, the Library (information literacy development), the Learning Centre, or Faculty based units e.g. Education and Academic Development Unit in the Faculty of Commerce and Economics
- Using feedback to frame and investigate questions related to student learning

##### **2. Impact of Professional Development on Teaching Practice**

Evidence of the development of your teaching may be linked to your participation in and contribution to professional development activities. It is important to identify what you learned from your participation in these activities and how they impacted on your practice and ultimately student learning; for instance, identifying changes to your teaching practice or designing new ways to get feedback about your teaching.

- Professional development may be offered by your School/Faculty, UNSW or another institution. Examples include:
  - Workshops and activities related to teaching including research on teaching; e.g. participation in Foundations of University Learning and Teaching and other professional development programs and services such as the UNSW Network in Learning and Teaching workshops, UNSW Learning and

Teaching Research Interest Group workshops and seminars, Faculty/School learning and teaching interest groups

- Formal qualifications in learning and teaching (for example, Graduate Certificate in University Learning and Teaching)
- Conferences on learning and teaching (whether general or discipline specific)
- Development may also take the form of more informal activities such as through your own engagement with current thinking in learning and teaching (which might be for instance, through the research literature or from resources on the web), and/or discussions with colleagues around these areas.

At more senior levels of appointment (Levels D and E) it is expected you may also show leadership in the development and support of a scholarly approach to teaching in colleagues, for example:

- assisting others, formally or informally, in developing their learning and teaching practice e.g. through facilitation in the University Network in Learning and Teaching workshops, shared peer observation of teaching of colleagues, mentoring, coaching, participation in the Career Development Scheme, facilitating workshops in learning and teaching
- establishing school/faculty learning and teaching interest group

### 3. Contribution to the Scholarship of Learning and Teaching (also refer Research case)

Scholarship of learning and teaching involves moving beyond your classroom and essentially making your work publicly available and subject to peer review. Many aspects of the scholarship of learning and teaching link to, and overlap with, your research activity as an academic, for example, when you publish in refereed journals. These aspects of your contribution to the scholarship of learning and teaching should be located in your Research Case.

Examples of scholarship of learning and teaching might include:

- Participation (possibly by invitation) in national and international conferences, seminars and workshops in learning and teaching
- Participation (possibly by invitation) in and contribution to professional learning and teaching organisations and/or disciplinary learning and teaching groups and their activities
- Contribution to UNSW Compendium of Good Practice in Learning and Teaching ([http://www.ltu.unsw.edu.au/ref7\\_compendium.cfm](http://www.ltu.unsw.edu.au/ref7_compendium.cfm))
- Contribution to UNSW or external learning and teaching forums
- Presentation of conference papers (possibly by invitation) on learning and teaching within your discipline or more generally
- Funding for research into learning and teaching related issues, for example, from the Australian Learning and Teaching Council (ALTC)

Particularly at more senior levels (Levels D and E), evidence of leadership established in this area might also include national and international activities and their impact/outcomes. For example:

- Editor/referee for scholarly journal in learning and teaching

- Organisation of learning and/or teaching focused seminars, workshops and conferences
- Invited appointments in teaching associations, committees, accredited panels or working parties relating to the improvement of learning and teaching
- Impact on educational policy and curriculum development nationally and internationally
- Active participation and/or leadership in the initiation of collaborative partnerships relating to teaching and learning with other educational institutions or bodies
- Invitation to participate in reviews of teaching and learning at other institutions
- Participation or leadership in activities leading to the improvement of educational standards.

As noted above, there are forms of evidence of your contribution to the scholarship of learning and teaching that are more appropriately located in your Research Case. This might include, for example, external funding for research into student learning in your own discipline and/or across disciplines, publication in peer reviewed journals and conference proceedings and measures of esteem such as citations of your work. If so, you can cross-reference this activity located in your Research Case to support your Teaching Case.

Other supporting evidence of your leadership in learning and teaching may support your Service Case, including participation and contributions in school, faculty and university committees and other activities that improve learning and teaching. You can cross-reference to your Teaching Case to support your Engagement and Leadership Case.

## Developing an Engagement and Leadership Case

It is expected that during the course of an academic career at UNSW all of our staff will demonstrate active engagement with the academic life of UNSW. In addition broader engagement with communities outside of the University is an integral part of an academic career, with the depth and breadth of this engagement increasing across career.

The Carnegie Foundation has considered community engagement to be *"the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity"*. It is this sense of mutual benefit that defines the engagement of a successful university and one that UNSW wishes to support and encourage.

We also expect to see increasing evidence of leadership both within and outside of UNSW developing during the course of an academic career. It considering leadership it is important to point out that this is not simply the leadership that can be demonstrated through holding a particular role, although this is important, but that which is evidenced through effecting positive change within a particular area of university life.

The engagement and leadership portfolio developed as part of a case for promotion should focus upon the active contributions that you have made and describe how that contribution has enhanced the university or the wider community.

In developing an engagement and leadership service portfolio, the applicant should demonstrate their achievements and contribution through engagement and leadership in relation to the following categories:

- A. Contribution to governance, strategic direction and planning, capacity building and/or development of inclusive cultures within UNSW.
- B. Community engagement through significant contributions to the Australian, global or business and government communities or through building partnerships with the community
- C. Contribution to the profession and or discipline through engagement in the governance of professional bodies; editing, refereeing, evaluation of research or other activities and/or through contribution of professional or disciplinary expertise to the community.
- D. Knowledge transfer and Policy Development.
- E. Thought leadership through engaging with wider society, reinforcing the universities role in critical public debate.

## SOURCES OF EVIDENCE

Below are some suggestions for possible sources of evidence that applicants may include in their case for promotion.

A list of examples of contributions to Engagement and Leadership follows. These examples are provided as a guide only. The list is not exhaustive and there is no expectation that applicants will have made a contribution in all, or even most, of the areas listed. While the level of Engagement and Leadership will be greater at the more senior levels, it is recognised that there will be considerable variations in the level and nature of engagement across diverse disciplines.

## A. ORGANISATIONAL CONTRIBUTION

### 1. Governance

- Faculty and School contributions: eg. Head of School, Presiding Member of Faculty, Associate Dean, first year co-ordinator, postgraduate or undergraduate course work co-ordinators, research co-ordinators, or other equivalent Faculty roles
- University contributions: eg. membership of boards, committees, advisory bodies, working parties, etc within the University
- Director of a research centre
- Course or program co-ordination
- Administrative responsibilities within the school or faculty over and above those expected at current level

### 2. Strategic direction and planning

- Contributions to strategic and operational planning and/or policy formulation and development at school, faculty or University level
- Engagement in reviews and evaluations
- Involvement in quality assurance and improvement processes
- Leadership role in providing strategic direction for key organisational activity; eg. research strategy, program review, etc

### 3. Capacity Building

- Contributions to the improvement of the student experience through involvement in recruitment, induction, mentoring, pastoral care and support networks
- Involvement in student employment programs and industry/community links for benefit of students
- Involvement in staff development programs, or support or monitoring networks for staff
- Involvement in the development of a research culture or capacity
- Support for education innovation

### 4. Building Inclusive Cultures

- Contribution to cultural diversity or equity goals within the school or faculty
- Active role in establishing and strengthening cross-disciplinary links within the University
- Active role in the development of cross-cultural competencies of staff or students
- Active role in grievance management and conflict resolution with staff or students
- Development of collegiate activities

## B. COMMUNITY ENGAGEMENT

### 1. Significant contributions to the Australian Community

- Membership of national delegations in area of expertise
- Contributions to universities or other educational institutions
- Contributions to government agencies, non-government organisations or other Australian institutions
- Management of, or participation in, an external organisation that contributes to the University's goals
- Contribution to continuing education programs
- Promotion of the University in the community
- Fostering a national exchange of ideas
- Communication of scholarship

### 2. Significant contributions to the global community

- Membership of international delegations in area of expertise
- Contributions to overseas government agencies, non-government organisations, universities or other educational institutions
- Promotion of the University in the global community
- Fostering an international exchange of ideas

### 3. Significant contributions to business and government

- Membership of government committees, enquiries, tribunals, etc
- Contributions to collaborative relationships with the profession or industry

#### 4. Building partnerships with the community

- Establishment or promotion of collaborative relationships with the profession, industry or the community
- Creation and maintenance of linkages between the University, employer groups, industry, schools and other agencies with shared interests
- Contribution to the promotion of UNSW alumni
- Communication of scholarship to the community
- Dissemination of professional practice to the community
- Involvement in the development of a field of study in the community
- Entrepreneurial work that promotes the University and/or the discipline
- Involvement with community groups that draw on research expertise

### C. CONTRIBUTION TO THE PROFESSION AND/OR DISCIPLINE

#### 1. Governance of professional bodies

- Leadership of or participation in the governing bodies of professional or learned societies
- Activity that strengthens links with professional practitioners and institutions

#### 2. Editing, refereeing, evaluation of research or other activities

- Membership of editorial boards
- Editor or referee for scholarly journals
- Service for a funding or reviewing panel

#### 3. Contribution of professional or disciplinary expertise to the community

- Consultancies
- Liaison between the university and the professions or industry
- Membership of a professional accreditation panel
- Service on, or on behalf of, a Government Statutory Authority or Commission of Enquiry
- Service to community agencies through honorary professional work
- Significant role in the organisation of a discipline conference, exhibition or other similar activity

### D. KNOWLEDGE TRANSFER AND POLICY DEVELOPMENT

- Active involvement with other universities to enhance teaching or research programs
- Application of knowledge to improve the performance of business, commerce or industry
- Increasing the engagement between the public and the discipline through dissemination to, consultation of or collaboration with public groups
- Application of knowledge to improve the performance of public sector organisations
- Innovation in the development of organisational mechanisms to assist or support transfer and application of knowledge to the benefit of society
- Contributing to the University's commercial interests and enterprise
- Participation in governance or policy development in external institutions that have relevance to the University

### E. THOUGHT LEADERSHIP, REINFORCING THE UNIVERSITIES ROLE IN CRITICAL PUBLIC DEBATE

- Contributions to the media
- Role as a public intellectual in area of expertise

## Checklist for Applicants - Have You Completed the Following

- Checked that eligibility requirements have been meet
- Consultation with HOS/Dean prior to submission of application
- Filled in Forms A and B and that all relevant signatures are included on Form A
- That you have provided a 10 page application including a one page Executive Summary
- Checked that the account code for printing is provided ([see Form A](#))
- Checked that contact details of all referees are provided including email addresses
- Checked that copies of application have been sent to all applicant nominated referees
- Checked that any additional supporting documentation has been deposited in the Dean's office (see Section 6.6)