HANDOUT 5: Extracts from a ‘generic’ successful promotion application

SUMMARY OF THE CASE

My case for promotion rests on the quality of my sustained contributions to the University of Sydney and to the discipline of X since my last promotion, through my outstanding research, teaching and service.

Since my last promotion in [year] I have been recognised as one of the leading researchers on … on … Since my last promotion my outstanding teaching has been further recognised through awards, additional leadership responsibilities and consistently excellent student evaluations. My outstanding service and leadership ….

The distinctive context in which I work has implications for my work in the three areas of this application. … The X department [explains department’s location in the University, its structure, who it works with, its mission etc] I have made a significant contribution to all these aspects of the X department’s work, providing leadership for many of the major activities for which it is recognized … by members of the university community and external agencies such as X. …

Being an outstanding teacher is an essential aspect of my work in the X department … The evidence for excellence (which is detailed in the following pages of this application), lies in my nomination for a national Carrick Citation in [year], recognition by a Faculty of X Teaching award and in consistently excellent Unit of Study Evaluation (USE) ratings and feedback from the colleagues with whom I work. I have assumed leadership roles in many aspects of the X department’s teaching, including responsibility for the major review of its X programs in [year]. I have made a significant contribution to the institution … by my teaching of X courses and Y programs, by supervision of research students and as a facilitator of X … Since my last promotion I have successfully led … My scholarship in teaching has been recognised internationally in publications in leading refereed journals as well as in requests for X consultancy from institutions such as X, Y and Z, and from organisations such as X.

My outstanding research …

I have provided outstanding service to the University and more broadly to …

TEACHING PORTFOLIO (TP)

All references in the text to supporting evidence are numbered as TP:1 etc and the page numbers are listed in the index of the ‘Supporting Evidence for the Teaching Portfolio’ which is attached. […]

1 [NB: these numbers not in original]

My teaching aims to achieve coherence between curriculum design and assessment and provide opportunities for individuals with diverse backgrounds and motivations to engage in scholarly learning about X.

My outstanding teaching performance … was recognized in a Faculty of X teaching award in [year] (See TP:1, p7 in the attached supporting evidence) and is substantiated in several years’ of participant feedback and excellent Unit of Study Evaluation (USE) data, for example achieving a 95% overall satisfaction rating and a 100% agreement rating for with the relevance of the unit to staff’s learning needs in [year] (See TP:2, TP:3 unsolicited feedback and TP:4 & TP :5 participant evaluations pp 8-10 attached). […]

Feedback on my teaching in this program, X department’s working groups, workshops and short courses is excellent (See evaluations TP:7 p11) and consistent with the philosophy of ‘put your best teachers up front’ I am asked to take a lead on teaching most of the X programs. […]

After completing the University’s RHD supervision qualification in [year] I now supervise [#] of our students and was associate supervisor for one of our previous external students. The success of my supervision is
seen in the success of my students, one of whom was awarded the X prize for Best Y Researcher in [year] and my students’ feedback on my supervision (TP: 9 p12 PhD student feedback).

2

All my teaching is research led. It draws on recent research in the discipline and evidence of what constitutes effective teaching, as well as my own investigations into my teaching effectiveness.

I have developed research led teaching approaches that foster participants’ engagement in learning. For instance in the Y Program I have used inquiry based approaches where participants analyse X policies and Y data and engage in a role-play of a Y meeting where they present and argue for various evidence-based strategies they have identified to enhance X.

In a postgraduate unit I teach, participants replicate some of the seminal research into X by interviewing Y and analysing the data in relation to X. This postgraduate unit of study introduces [X cohort] to the research literature on Y and I regularly modify my teaching to include new developments in the field.

3

My commitment to student focused teaching is seen in the evaluation of my own practice as a professional teacher, which reflects my awareness that even as an expert teacher I believe that my teaching and curricula can always be improved.

I put my learners’ experiences first and seek to adapt my teaching in response to student feedback and regular self and peer evaluation (See TP:4 and TP:5 pp9-10 for participant feedback attesting to responsiveness and flexible learning and assessment).

The responsive processes I developed (TP: 8 pp11-12) have been used as an example of best practice by colleagues in the X department and Faculty Teaching and Learning committees.

4

Scholarship in teaching is an integral element of all aspects of my work in the X department and is substantiated in my expertise in designing and teaching courses leading to qualifications in Y. …

My scholarship in teaching has been recognized nationally and internationally in my extensive publications in leading refereed journals, my conference papers and invited presentations (see Research Publications) and in requests for X consultancy from universities such as Y. It is also seen in successful applications for national and institutional competitive teaching research and development grants. As an example …

5

I have taken a teaching leadership role in most of the X department’s programs of study including the development of new units of study.

Since my last promotion this has included my leadership as Unit of Study Coordinator for postgraduate units of study and as Course Coordinator for the X for # years and Convener of the Y in the Faculty of X for #years.

In [year] I am leading the first major review of all the X programs.

I have mentored X departmental colleagues in teaching; one of these was co-recipient with me of a teaching award in [year].

I am regularly invited to provide leadership in X nationally and internationally – for example in [year] I was invited by Y University to contribute to that university’s revision of its courses and in [year] I was invited to be the external consultant reviewing the X. This year I am contributing to the review of the X University’s Y degree. (see TP:10 p13 Invitation).

I regularly provide institutional level advice and leadership in teaching, for example in developing the University’s benchmarking guidelines for teaching in [year].