Promotion committees consider the following five dimensions of teaching:

1. **PERFORMANCE**
   How does your ‘teaching’ create effective student learning experiences that lead to relevant student learning outcomes?
   ‘Teaching’ might include: class/unit/curriculum planning & design, teaching aims & strategies, assessment approach, the sort of feedback you provide, ways of supporting student learning - try substituting assessment/feedback etc for ‘teaching’ in this trigger and ask yourself some more specific questions.
   What are some examples from your own teaching?
   What evidence would demonstrate these are high quality?

2. **RESEARCH-LED TEACHING**
   How does your teaching encourage students to adopt research-like ways of learning? How do you engage students as active, questioning participants who use the inquiry and research processes of their discipline to learn?
   How do you involve students as problem solvers; in learning by inquiry, discovery and experimentation; as participants in undergraduate inquiry projects? How do you incorporate primary sources, recent research discoveries and new knowledge in your teaching? How does your teaching help students develop research-relevant learning outcomes?
   What are some examples from your own teaching?
   What evidence would demonstrate these are high quality?

3. **STUDENT-FOCUSED TEACHING**
   How is your teaching built on your students’ learning needs and approaches – rather than just a decision about what you would like to teach and the way you would like to teach it? How do you find out about the ways your students are learning and the way they are relating to your subject? How do you adjust your teaching based on what you find out about your students’ learning?
   What are some examples from your own teaching?
   What evidence would demonstrate these are high quality?

4. **SCHOLARSHIP IN TEACHING**
   How do you use evidence to critically review and develop your teaching? How do you use insights from others’ teaching, scholarship and research to enhance your own teaching? (See above for what ‘teaching’ might cover).
   How have you gone about investigating teaching/learning and disseminating the findings of your inquiry?
   What are some examples from your own teaching?
   What evidence would demonstrate these are high quality?

5. **LEADERSHIP IN TEACHING**
   How have you contributed to the enhancement of ‘teaching’ beyond your own teaching? What successful outcomes have you achieved in a teaching leadership role in your school/faculty/university? What successful outcomes have you achieved in a teaching leadership role beyond the university (at other universities, nationally or internationally, in your discipline or profession)?
   ‘Teaching leadership’ might include the coordination & management of teaching teams and courses, curriculum & policy development/oversight, mentoring of junior staff in teaching or research student supervision.
   What are some examples from your own teaching?
   What evidence would demonstrate these are high quality?

For gathering evidence, see over
Some sources of data which might be drawn upon in gathering evidence

**COURSEWORK TEACHING**
- Unit outlines containing documentation of particular processes and outcomes
- Class/lecture outlines documenting examples of practices
- Student evaluations of teaching and other forms of student feedback (eg letters from past students)
- Summary of mid/end of semester feedback and resulting developments/actions
- Peer review records (eg structured peer observation; comments and emails)
- Deans/Head of Department’s commendation
- Assessment artefacts (assignment tasks, marking criteria etc)
- Assessment outcomes that demonstrate enhanced student learning
- Successful teaching research and development grant applications
- Documentation of grant outcomes
- Scholarly publications reporting on your teaching
- Documentation of leadership in teaching activities (invitations, workshop outlines etc)
- Evaluations from a teaching workshop for colleagues
- Qualifications in teaching and learning – documentation of assignments and feedback
- Documented external recognition
- Invitations to teach beyond your own faculty or university

**RESEARCH HIGHER DEGREE SUPERVISION**
- Handouts or other documentation of particular supervisory processes and strategies
- Examples of completed supervisory tools or resources used with candidates
- Student evaluations of supervision and other forms of student feedback on supervision – letters from past students, citations from past students, extracts from acknowledgments in theses, student reports
- Peer review records
- Deans/Head of Department’s commendation
- Assessment artefacts (feedback scripts on drafts, excerpts from examiners reports or feedback to supervisors)
- Successful teaching research and development grant applications dealing with supervision
- Documentation of student outcomes
- Documentation of requests for supervision
- Scholarly publications reporting on (your) supervision
- Documentation of leadership in supervisory practices, invitations, workshop outlines, policy & process innovations
- Evaluations from a supervision workshop for colleagues
- Qualifications in teaching and learning relevant to postgraduate supervision – grades, documentation of assignments and feedback from such qualifications
- Invitations to supervise at other universities and other documented external recognition
- Awards for supervisory excellence (SUPRA/faculty)

**LEARNING SUPPORT**
- Unit outlines containing documentation of learning support processes and resources
- Student evaluations and other forms of student feedback (eg letters from past students)
- Dean’s/Head of Department’s/ Director’s commendation
- Scholarly publications and papers reporting on your program (and responses to them)
- Documentation of leadership within the University (invitations to speak, workshop/seminar outlines etc)
- Evaluations from workshops/programs for colleagues
- Feedback from unit of study team members on their experiences
- Documentation of recognition beyond the University (invitations to speak, workshop/seminar outlines)
- Evidence of demand for support program, including increase in numbers over time uptake by faculties etc
- Evidence of increased student retention
- Evidence of increased student participation in delivering programs eg as student mentors
- Continued funding/resourcing for program/service
- Awards received for program/service eg University of Sydney Union award

*Teaching Insights* should be read in conjunction with Academic Board Policies: [http://sydney.edu.au/policies/]