

GUIDELINES FOR PREPARING A CASE FOR PROMOTION

The Teaching Profile

In considering cases for promotion to Senior Lecturer, the Academic Staff Review Committee (ASRC) needs to draw information from a number of sources. These include the Head of Department's statement, reports from colleagues/ASRC members sitting in on teaching, and a document prepared by the individual him/herself which includes the *curriculum vitae*, summarised publication list and Teaching Profile. The basis for the Profile will be information collected by the Lecturer over a period of time – a Portfolio of information about and evaluation of his/her experience as a teacher.

The ASRC strongly recommends that every member of the academic staff routinely maintains a personal Portfolio. It is a valuable tool in terms of quality assurance and in preparing for appraisals and it is essential for applicants for Senior Lectureships.

Some sources of information for a Portfolio are attached. These same indicators will be used by the ASRC in defining its own methods for measuring quality in teaching.

The profile is most easily constructed from a regularly maintained Portfolio. In the context of promotion, it is intended to give the lecturer the chance to make his/her own case, to demonstrate strengths as a teacher by reference to a range of data. The list of questions given in the attached paper offers a way of thinking about personal performance and provides a framework for the Portfolio.

Neither of these lists of criteria is comprehensive. Equally, not all questions will be relevant to everyone and each discipline provides its own distinctive additional criteria.

The Academic Staff Review Committee recognises that departmental or discipline-specific practice, resource constraints, student numbers etc can curtail personal aspirations and will understand the Teaching Profile in that context.

Preparing a Teaching Profile

The following questions offer guidance to academic staff in preparing their teaching profile:

Course (Re)design and Planning

What opportunity have you had to contribute to course (re)design and planning? In considering the course you have been responsible for:

How did you determine the best means of conveying understanding to the students – taking account of course content, level, audience size and ability

level, time and resources available? Were the aims achieved? How do you know?

Were the requirements of *ab initio* validation or amendments to an existing unit met in full?

What methods of assessment have you/do you use? How do you decide the best method for each course?

Preparation for Teaching

When you are preparing your teaching, how do you tackle these issues, and how do you evaluate their success:

Conveying the aims, objectives and structure of the course to the students;
Checking that the structure, pace etc, is appropriate;
Identifying and preparing learning aids (handouts, OHP acetates, slides, videos etc);
Planning library support?
Ensuring your personal familiarity and competence in basic teaching technology (OHPs, videos, microphones, computer assisted learning, lecture room equipment etc);
Being prepared to acquire appropriate new skills in teaching technology.

Experience in Teaching a Number of Courses

What is the range of your experience in teaching in different situations (e.g Lectures, small groups, fieldwork, practicals, via Livenet, relevant to first-year undergraduates, finalists, postgraduates)?
Were courses with intrinsically different degrees of difficulty equally successful?
How do you know?
How consistent has your performance as a teacher been over a number of years?
Are your optional courses popular choices for students? Are examination results from optional and compulsory courses consistently good?

Maintaining a Teaching Portfolio

Evidence of a teacher's skill and experience comes from many sources. There is no single complete measure of teaching quality but a combination of indicators, particularly where they are consistent over a number of years, does become a reliable measure.

A number of general sources of information are suggested below. There will inevitably be discipline-specific or other indicators not included here which you should feel free to use.

Range of Experience

Recording the different ways in which you have taught, because skill as a teacher grows through experience. This would include the range of course objectives you have defined (and how you have achieved them), different methods of teaching to different size groups, the kinds of materials you prepare, the range of assessment methods you use.

Student Evaluation

Questionnaire returns, unsolicited student comment, popularity of courses (ie size of enrolment in optional course, level of withdrawal from courses).

Peer Evaluation

Reports from colleagues who have reviewed your teaching, comments from the Head of Department if she/he has reviewed your teaching.

Measured outcomes

Where examination papers (or sections thereof) can be directly linked to courses you have taught, the level of performance in terms of marks; the extent to which students opted for “your” questions, whether your marking consistently agrees with second markers or external examiners; the direct comments of external examiners; students progressing to higher level courses or other success.

The Judgement of Other Institutions

This may be registered as invitation to serve as an external examiner, or member of a validation panel, or hold office in a teaching oriented professional group, or provide teaching in another institution, or engage in research or publication on teaching.

Personal Professionalism

Personal concern for the quality of your work as a teacher, participation (as reviewer or reviewed) in peer evaluation procedures; participation in training (as trainer or trainee); participation (internally) in course design, monitoring, review and other quality assurance processes.