

Evidence domain	Evidence relating to Dr Birkett's direct impact on student learning	Evidence relating to Dr Birkett's impact on the institutional environment for teaching and learning
<b>Self-reflection</b>	<p>Within his promotional case, Dr Birkett's teaching philosophy is described to be one that is grounded in authentic project experiences, underpinned by a desire to nurture graduates equipped to solve major challenges facing society. He goes on to describe and reflect upon how his teaching approach has developed over time, largely in response to the available evidence of student performance and engagement as well as evidence from the educational research literature. In one of the examples included in his promotion case, Dr Birkett describes how he was compelled to radically revise the structure and approach of one of his courses in response to disappointing examination results. Drawing inspiration from an influential pedagogical text (Ambrose et al, 2010), the course was redesigned according to a flipped classroom model, where content was delivered to students via videos to be watched prior to classes, and contact time was devoted to a "mixture of active learning activities and student work". Following the implementation of these changes by Dr Birkett, examination results and student evaluation scores relating to the course "dramatically improved".</p>	<p>Dr Birkett describes his educational leadership approach as one that responds directly to "the things that are most important for our students". His reform activities at a school-wide level, therefore primarily focused on three strategic priorities for students studying in the school:</p> <ol style="list-style-type: none"> <li><b>to maximise their career opportunities:</b> in response, Dr Birkett dramatically increased the curricular focus on industrial visits and authentic real-world problem experiences</li> <li><b>to have an enjoyable experience:</b> in response, Dr Birkett gave particular attention to establishing and retaining informal student learning spaces, designed to support team-based project work and nurture informal social communities across the student body</li> <li><b>to develop their professional capabilities:</b> in response, Dr Birkett led the development of a new integrated bachelors/masters for the school, which includes a six-month industry placement.</li> </ol> <p>In order to deliver the outcomes listed above, Dr Birkett also described his leadership activities to nurture a school "environment where teaching excellence and innovation are supported" through a focus on staff mentorship.</p>
<b>Professional activities</b>	<p>Activities listed or described in the promotion case included:</p> <ul style="list-style-type: none"> <li>• details of mentorship and project/student supervision;</li> <li>• details of support offered for extracurricular student activities;</li> <li>• details of courses taught (including Dr Birkett's role in the course, contact hours, pedagogical approach, curricular innovations and intended learning outcomes).</li> </ul>	<p>Activities listed or described in the promotion case included:</p> <ul style="list-style-type: none"> <li>• details of department-wide curricular innovations and reforms driven by Dr Birkett, including the creation of a new integrated masters programme and the increased curricular focus on hands-on, industry-focused experiences;</li> <li>• key responsibilities taken, such as membership of school board of studies, lead academic advisor in the school, leadership of the School QA process.</li> </ul>
<b>Indirect measures of student learning</b>	<p>Student evaluation scores for each of Dr Birkett's courses were included within the promotion case. Highlighted, in particular, were courses for which scores had increased significantly following Dr Birkett's involvement or intervention.</p>	<p>Since Dr Birkett took on his school-wide educational role: (i) school-wide student satisfaction scores increased from 63% to 75%, and (ii) school-wide student engagement scores, on the basis of a national survey, increased from 54% to 71%; these improvements were not replicated across the university.</p>
<b>Peer review</b>	<p>The peer-reviewed evidence used to demonstrate Dr Birkett's teaching quality included: (i) school-level teaching awards, (ii) the number of 'effective teacher' nominations received from students, and (iii) letters of recommendation from the associate dean and head of school.</p>	<p>The peer-reviewed evidence used to demonstrate Dr Birkett's impact on the institutional educational environment included: (i) the receipt of national funding for institutional curriculum and pedagogical development, and (ii) letters of recommendation from the associate dean and head of school.</p>

Educational evidence contained in Dr Birkett's promotion case, mapped onto four of the five evidence domains in the template