

# Australian University Teaching Criteria and Standards Project

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## Final Report 2014

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Representatives of member institutions can be found at:

<http://www.cadad.edu.au/pluginfile.php/2/course/section/1/members%20March%202013.pdf>

## List of acronyms used

ALTC	Australian Learning and Teaching Council
CADAD	Council of Australian Directors of Academic Development
DVC	Deputy Vice Chancellor
DVC(A)	Deputy Vice Chancellor (Academic)
HEA UK	Higher Education Academy, United Kingdom
HERDSA	Higher Education Research and Development Society of Australasia
HR	Human Resources
ICED	International Consortium for Educational Development
OLT	Office for Learning and Teaching
PVC	Pro Vice Chancellor
SCAP	Standing Conference for Academic Practice
UA	Universities Australia
VC	Vice Chancellor

## Executive summary

This report documents the outcomes of the 'Australian University Teaching Criteria and Standards' project which was commissioned by the Office of Learning and Teaching (OLT) as part of their strategic priority 'Professionalisation of the Academic Workforce' project. The project was conducted over an 18 month period commencing in September 2012 through to February 2014.

The Western Australian universities based team was jointly led by Professor Rick Cummings, (Murdoch) and Winthrop Professor Denise Chalmers (UWA) and included Professor Sue Stoney (ECU), Ms Beatrice Tucker (Curtin), Associate Professor Sofia Elliott (Notre Dame), Assistant Professor Rachel Wicking (UWA, Project Officer) and Dr Trina Jorre de St Jorre (UWA, Research Officer). The project team collaborated with the academic development community through the Council of Australian Directors of Academic Development (CADAD), Deputy Vice Chancellors (Academic) of Universities Australia (UA) and a range of teaching and learning colleagues in Australia and overseas.

The project was designed to respond to significant changes in the higher education sector. The growth in demand for higher education, the increase in global competition, the broadening of student demographics and the availability of technology have heralded a need for diversified pedagogical approaches to ensure quality learning outcomes.

The strategic goals of the project were to promote a shift in university culture through the development of a tool to support quality teaching practices, and to lift the profile of teaching and learning through implementation of the project deliverables in collaboration with academic networks in Australia and overseas. These strategic aims were met through the design of a two-stage project with the objective of producing a fully trialled and functional quality teaching framework.

Stage One of the project was developmental and focused on the establishment of sound theoretical underpinnings for the production of the framework. During this phase, the team undertook a review of relevant literature and a scan of current teaching policy and practice in Australian and selected overseas universities. An early draft of the framework was produced and reviewed by the project reference group in preparation for Stage Two of the project.

Stage Two of the project focused on trial and dissemination activities where proof of concept was established and feedback informed iterative development of the framework. The project website was developed during Stage Two providing a medium for the framework and dissemination of exemplars of good practice. During the initial trial, the five Western Australian partner universities provided feedback from mapping exercises and from discussions with their senior academic leaders. In the expanded trial, the framework and support materials were distributed to 23 Australian and two overseas universities for review and comment. Feedback from this trial informed the final iteration of the framework.

## Outcomes and Deliverables

The key intended outcome for this project was delivery of a trialled and functional framework of good practice principles and evidence-based measures of performance for use

in Australian universities. The development of this framework was predicated on a review of the literature on quality teaching and a scope of current practices in Australian universities. The functionality of the framework has been assured through a strategically planned dissemination process and feedback from senior executives and human resources managers in a range of universities across Australia.

An additional outcome of the project has been its contribution to the understanding of what constitutes criteria for and evidence of good teaching in higher education. As a result of the project's dissemination strategy, this conversation has become deeper and broader through cohesive and structured dialogue with the academic community. In conjunction with related OLT-supported initiatives, this project has promoted quality teaching and its pivotal contribution to institutional excellence. (For a detailed description of all outcomes and deliverables see Chapter 2).

## Accessing Project Outcomes and Deliverables

The *Australian University Teaching Criteria and Standards Framework* and *Quick Guide* can be accessed on the website [www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au) along with links to exemplars and samples of evidence in support of quality teaching as well as project information such as reports, artefacts and contact details.

## Recommendations

Feedback from trials and dissemination events has demonstrated a high level of interest in the *Australian University Teaching Criteria and Standards Framework* and a strong potential for application by higher education institutions across Australia. The key recommendation from the project is to work to build on this interest through further development, dissemination and implementation activities in a range of interested institutions. To maintain the momentum of this initiative and take advantage of the current high level of interest, the project team received additional funding to extend the project until the end of 2014. This extension project will:

- Implement a range of activities designed to embed teaching quality criteria in probation, promotion, review and professional development processes in universities.
- Identify and share successful implementation processes in a diverse range of university contexts.
- Develop a set of case studies detailing successful embedding of strategies/processes.
- Create good practice recommendations for framework implementation inclusive of lessons learnt.
- Expand the resources available as evidence of meeting the teaching standards adopted in individual universities.

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# Chapter 1 | Introduction

In response to global changes in higher education, many Australian universities have recognised that quality teaching has become a key issue in attracting students and maintaining standards of excellence. The OLT has formally acknowledged the need to ensure high standards of teaching through two recent Australian initiatives; the strategic priority programme, “Professionalisation of the Academic Workforce” and a commissioned discussion paper, “Teaching-focused academic appointments in Australian Universities: recognition, specialisation or stratification?” (Probert, 2013). The *Australian University Teaching Criteria and Standards* project was commissioned as part of the former initiative.

The importance of quality teaching has become a focus in the Australian higher education sector because of increased competition in the global market, the changing structure of the academic workforce and record levels of enrolment driven by the federal government’s aim to increase the percentage of 25-34 year olds with a bachelor degree. These factors have generated an increase in the number of teaching-focused positions in universities (Probert, 2013). Whilst an increase in teacher numbers is required to meet increased student demand, it will not necessarily result in effective learning outcomes. This is because it does not account for the increased diversity of students attending university in the 21<sup>st</sup> century. The traditional student, typically drawn from the highest echelons of academic achievement in secondary schools and bringing with them substantial investments of social and cultural capital now represent a smaller proportion of university enrolments. Students enrolling without the advantage of cultural, social or economic capital require a more innovative approach to course content, pedagogy and assessment than has been traditionally practised in universities in Australia. Some universities have recognised these changes and have responded by developing policy in support of quality learning outcomes. However, much of this work is carried out in isolation rather than in collaboration across the sector.

Increased student enrolments have significantly increased the workload for academics who are expected to divide their time according to various workload models (e.g., 40% research, 40% teaching, 20% service). Traditionally, academic promotion has depended on research output, with academics reluctant to devote too much of their time to teaching activities and this has driven a push for changes to the structure of the academic workforce. Currently, the extra teaching load is being absorbed by a growing army of sessional teaching staff, but it is suggested that a more sustainable option may be the creation of teaching-focused academic career pathways which share equal status with research-focused positions. The OLT discussion paper on academic-focused positions (Probert, 2013) concludes that greater agreement of what constitutes excellence in university teaching is a critical step in the development of teaching-focused pathways.

In this project we do not advocate for teaching only positions. We argue that whatever the role, whether it be research-only, teaching-research or teaching-only, that teaching should be defined and recognised in the context in which it takes place. The resulting framework is designed for teaching done in all academic positions in universities and is supported by the OLT finding that:

“...development of position descriptions and promotions criteria is one way in which a deeper understanding of teaching and learning is shared and embedded in the culture of universities, together with an understanding of the kind of professional development that can best prepare academics for tertiary teaching” (Probert, 2013, p. 27)

The original scope for the ‘Professionalisation of the Academic Workforce’ project noted that the ‘demand driven’ higher education system needed to respond to an increasingly diverse and significantly larger student cohort. It further suggested that an effective response would require going beyond considerations of online delivery as the most viable option. The *Australian University Teaching Criteria and Standards* project was designed to provide a theoretically sound, practical tool for collaborative implementation of quality teaching across the sector. Its key strengths have been the delivery of a functional and fully trialled quality teaching framework and its attendant contribution to scholarly discussion.

The project has been very well received by the academic community demonstrating that it is a timely and potentially effective driver of change. This report will describe the intended outcomes of the project (Chapter 2), the process by which the project was conceived (Chapter 3), a summary of the literature related to quality teaching in higher education (Chapter 4), a description of how the framework was developed (Chapter 5) a detailed description of implementation, feedback and dissemination activities (Chapters 6, 7, & 8) and an independent evaluation of the success of the project in achieving its intended outcomes (Chapter 9). Recommendations for ongoing implementation and dissemination of the project deliverables are offered in the Executive Summary at the beginning of the report.

## Chapter 2 | Intended outcomes

### Overall aim

To develop a fully-trialled and functional framework of good practice principles and evidence-based measures of teaching performance for use in Australian universities.

### STAGE ONE

#### Intended outcome 1

Completion of a **report summarising definitions of quality teaching in higher education** and a proposal of a working definition for the project.

##### Delivered:

A comprehensive literature review was produced synthesising past research and current understanding of the definition and principles of quality teaching. For the purpose of the project, quality teaching was defined as ‘the informed use of pedagogical techniques resulting in learning outcomes for students’ (see Chapter 4 for a summary of the main themes in the literature. The full text of the literature review can be found on the project website [www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au) ).

#### Intended outcome 2

**Development of a set of principles of quality teaching** drawing on the OLT teaching award criteria and an audit of what already exists in the literature, previous project reports, and university documents that have been developed internally.

##### Delivered:

Through a review of the literature and current practice a list of 27 principles that underpin quality teaching was generated. Feedback on the list was sought from academic developers at the 2013 Western Australian Teaching and Learning Forum and a meeting of CADAD. This feedback informed a review by the project team and led to refinement of the list to 10 principles which underpin quality teaching across universities and disciplines (See Chapter 4 for the list of the 10 principles).

#### Intended outcome 3

**Development of a framework** that identifies definitions and complementary principles of quality teaching (drawing from outcomes 1 and 2), examples of these principles in action and statements of performance and evidence for each principle.

##### Delivered:

Review of the literature and quality teaching principles informed the development of seven quality teaching criteria from which a draft framework was developed. Several iterations of the draft were disseminated and refined in response to feedback from academic senior executives and HR managers prior to trial of the final version.

## Intended outcome 4

Development of a **project website** that will include the framework, project documents and examples of quality teaching practice.

Delivered:

A high quality website was designed to facilitate dissemination of the outcomes of the project, the framework and documents supporting its use. The web address is:

[www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au)

## Intended outcome 5

**Trial of the quality teaching criteria framework** in the five partner universities to test the framework's efficacy in practice to systematically establish quality teaching performance and evidence in each institution.

Delivered:

Project members from the five partner universities trialled the framework at their own universities; mapping the framework against the existing quality teaching criteria of their own institution and seeking feedback from Deputy Vice-Chancellors (Academic) and Human Resources unit. The draft framework underwent several iterations in response to the feedback obtained.

## Intended outcome 6

**Dissemination of the framework** in presentations at the 2013 WA Teaching and Learning Forum, the 2013 HERDSA conference, CADAD biannual meetings, participation in relevant fora on the project and publication of progress and outcomes on the website.

Delivered:

Dissemination of the project progress and framework drafts was extensive and strategically executed. Considerable feedback was collected at each step of the project and informed the development of the next. This included the development of a working definition of quality teaching, the refinement of principles of quality teaching and the development and refinement of each iteration of the framework. A full list of dissemination activities is tabulated in Chapter 8. In addition to dissemination at conferences and meetings, project members also sought detailed feedback through their professional networks whose feedback is summarised in Chapter 6.

## STAGE TWO

### Intended outcome 7

**Development of Stage Two of the quality teaching criteria framework – the institutional implementation components.** The principles of quality teaching will be applied to the requirements for each of the five promotional levels in academia, A to E as exemplified in the selection criteria.

Delivered:

The framework is structured around seven teaching criteria which are underpinned by principles of quality teaching. The framework provides indicative standards and evidence of achievement for each criterion and the levels of achievement expected at each academic level. The framework was circulated for critical comment to 23 universities.

## Intended outcome 8

Development of a set of **activities and responsibilities that support quality teaching and teaching improvement at the departmental/school/discipline level.**

Partially delivered: The project has generated much discussion on how the support of quality teaching can be improved, however, the specific activities and responsibilities at each institutional level require further development. The extension of this project will work with a range of institutions on the process of embedding the framework within their discipline/school/institutional process. As well, collaborative work has occurred with a similarly-focused project, 'Promoting Teaching' ([www.promotingteaching.com](http://www.promotingteaching.com)), developed for the Higher Education Academy (HEA) and OLT, which has produced resources including strategies by which institutions may benchmark their quality teaching practices. We anticipate that further work from both these projects will produce outcomes in this area.

## Intended outcome 9

Development of a set of **university policies and practices** that support quality teaching and teaching improvement.

Partially delivered: Each of the partner universities mapped the framework against their own quality teaching criteria and engaged in discussion about how the framework could be used to inform policies and practice at their respective institution. However, feedback and discussion generated by the framework highlighted the diversity of contexts in higher education and the need for a flexible and adaptable approach. Rather than trying to construct a single set of policies and practise, it became clear that the value of the framework was in providing a detailed and adaptable tool designed to facilitate discussion of quality teaching standards and evidence. For further discussion, see unintended outcomes following.

## Intended outcome 10

Extensive and ongoing **dissemination of the project and its outcomes** has occurred through presentations to the 2014 WA Teaching and Learning Forum, the HERDSA 2013 conference, national meetings of CADAD and the PVC(A)'s, and a national showcase on OLT strategic projects in 2013.

Delivered: The project outcomes have been disseminated at these presentations in 2013 and further dissemination is planned for 2014. The project team is in the process of producing several articles for submission to the International Journal of Academic

Development (IJAD), Journal of Higher Education Research and Development (HERD) and International HETL Review (IHR). For a full list of completed and planned dissemination activities see Chapter 8.

## Unintended outcomes

The progress and outcomes of the project were strategically disseminated in order to collect feedback and refine the framework. This engaged a large and diverse audience of academic staff from different institutions, teaching contexts and academic levels in scholarly discussion about quality teaching in higher education and how it can be defined, supported and measured. This discussion was timely and relevant given the current changes and challenges faced by the sector including increased student numbers, increased diversity of the student population, increased use of technology in teaching and learning, and an increase in teaching-only and teaching-intensive career pathways.

Discussion generated by the project highlighted a range of reactions:

- Overall, there was a very receptive reaction from most staff as they recognised the need for a research-based framework for examining the quality of teaching and how it might be measured by their institution.
- A small number of academics challenged the original project title, Professionalisation of the Academic Workforce, suggesting that it implied a lack of professionalism in the existing workforce.
- The column heading, “Standards” in the framework was a further point of contention as some respondents were uncomfortable with the idea of fixed and generically applied standards – the inference of a ‘one-size-fits-all’ imposition.

Paradoxically, it was this controversy that highlighted the innate value of the framework as a powerful catalyst for promoting the discussion of quality teaching across and within different tertiary contexts. Through a variety of dissemination activities it became apparent that there is an appetite for this kind of evidence-based and scholarly tool in Australian universities. Once the project team became aware of the demand for the framework, the terminology was modified to reflect the framework’s key value as a flexible and adaptable tool designed to promote discussion of quality teaching in universities. “Standards” became “Indicative Standards” and the project title was changed to the *Australian University Teaching Criteria and Standards* project.

## Chapter 3 | Project approach and methodology

The approach and design of this project was informed by three key factors:

1. That we build a sound theoretical foundation to support our framework.
2. That the framework provide sufficient breadth and depth of detail to make it useful and adaptable to each level of academic appointment and differing academic roles in a variety of disciplines and institutional cultures.
3. That we collaborate with the broader academic community to ensure the applicability of the final product.

It was intended that the framework contribute to change already in progress through initiatives supported by the *Higher Education Academy* (HEA, UK), the *Council of Australian Directors of Academic Development* (CADAD, Australia), the *Office for Learning and Teaching* (OLT, Australia) and *Universities Australia* (UA).

This project adopted an action research methodology with its emphasis on diligent inquiry and acquisition of information for the purpose of finding practical solutions to specific work related problems (Stringer, 2004). This approach supported the dual function of the project which was to provide a conceptual framework for quality teaching and to serve as an operational guide for the development and review of quality teaching practices within institutions. The action research method brought together “the acting (or the doing) and the researching (or the inquiring)” (Punch, 2009, p. 135) and through its iterative cycles of “planning, acting, observing, reflecting” the “researcher and the researched” became “collaborative participants” (Punch, 2009, p. 139).

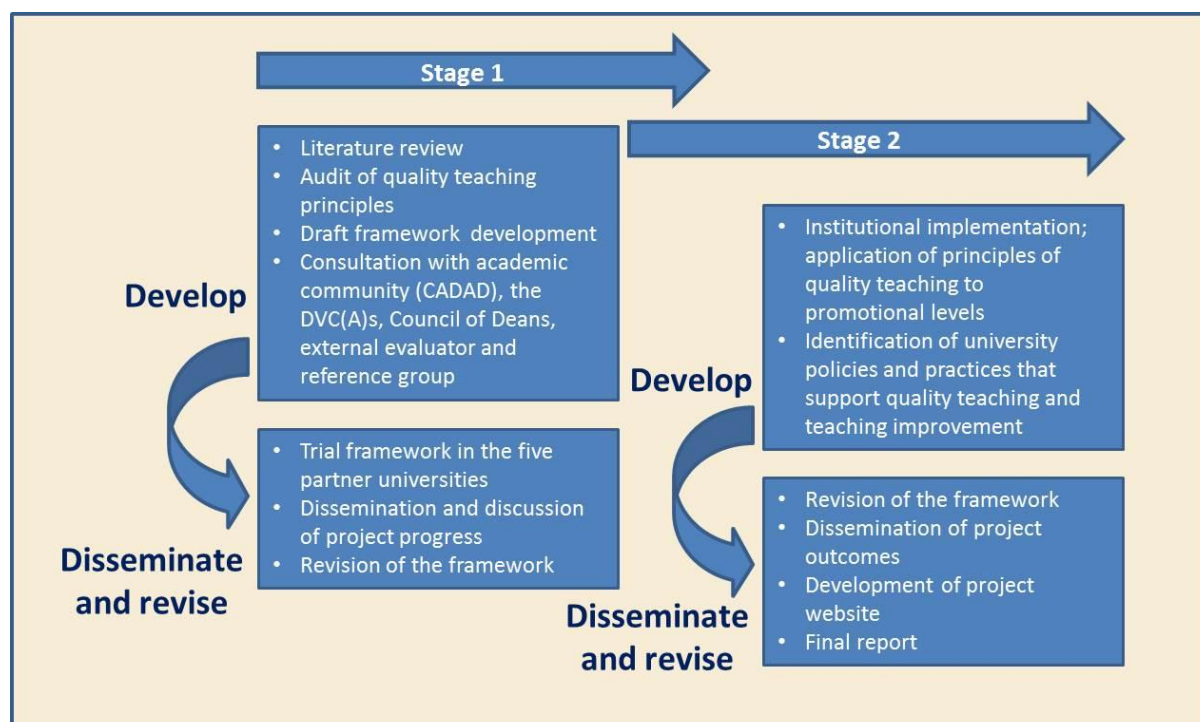


Figure 1. Schematic representation of the project design

## Stage One: August 2012 to June 2013

Stage One was a research and development phase during which the literature on quality teaching was reviewed and an audit of current policy and practice in the higher education sector in Australia, New Zealand and UK was undertaken. Relevant data was collected and coded as the basis for the design of the *Australian University Teaching Criteria and Standards Framework*. The main events and activities of Stage One were:

- Production of a plan and timeline indicating phases of project development and schedule of deliverables.
- Establishment of the project reference group, tasks allocated and a monthly meeting schedule produced.
- Thorough and systematic literature review undertaken which elaborated and extended the initial literature review provided in the project submission, and summarised the research studies that have investigated principles of quality teaching. (See the project website at [www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au) for the full paper).
- An audit of current teaching and learning policy and practice in Australian and selected UK and NZ universities undertaken.
- Based on the findings of the literature review and the audit, the principles of quality teaching were coded into three categories: Environment; Professional Practice; Attributes and Capabilities. From this structure, the project team developed a working definition and model of quality teaching which formed the conceptual underpinnings of the framework design.
- Seven criteria for quality teaching were developed to form the foundations of the framework. These criteria were referenced to a scan of Australian, NZ and selected US teaching criteria and the HEA, UK professional standards framework.
- Evaluation of the draft framework for its utility and implementation was conducted through consultation with CADAD members (CADAD meeting April, 2013) the project reference group (April 2013) and the project evaluator. Feedback from these activities informed the next iteration of the framework.
- Further dissemination took place through: presentations at the WA Teaching and Learning Forum 2013, the 2013 HERDSA conference, a project presentation at the UWA Teaching Award winners meeting and the UWA Teaching and Learning Week Colloquium and participation in relevant fora (see details of dissemination activities in Chapter 8).
- The draft Framework was revised on the basis of initial feedback in preparation for Stage Two.



## Stage Two: July 2013 to February 2014

Stage Two focused on the implementation of the *Australian University Teaching Criteria and Standards* framework through a cyclical process of trial, feedback, reflection and development. Each of these cycles resulted in a revised iteration of the framework. A feature of the trial phase was that the framework was presented to an ever widening circle of respondents beginning with the five Western Australian partner universities and extending to 23 national and two international universities by trial completion. Dissemination activities at a variety of fora were ongoing throughout Stages One and Two. The activities and events of Stage Two were as follows:

- Showcase presentation of the project highlighting the first iteration of the framework at the 2013 HERDSA Conference in Auckland.
- Preparation of materials for trial of the framework at the five partner Western Australian universities. This initial trial required team members to map the framework against existing teaching and learning criteria within their own universities and to discuss the framework structure and content with their respective DVC(A) and where applicable HR directors. In this early iteration of the framework, the quality teaching criteria was specified for academic level B. Results of this trial were documented and collated by the Project Officer for review by the team. Feedback from this trial informed the next iteration of the framework.
- Identification of university policies and practices which support quality teaching and learning outcomes and create a culture conducive to teaching improvement.
- Based on trial feedback combined with university policy and practice, the seven criteria for quality teaching were articulated for each of the Australian academic promotional levels A-E and developed into the second iteration of the framework.
- Phase 2 of the trial process was implemented through a variety of dissemination and feedback channels. As a result of dissemination at CADAD, UA and a variety of fora, the framework was trialled at a further 23 Australian and two overseas universities. (An analysis of trial feedback can be found in Chapter 6. For a detailed description of dissemination activities see Chapter 8).
- Concurrent with trial and feedback activities was the development of the *Australian University Teaching Criteria and Standards* website [www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au). As part of the website production process, examples of evidence of quality teaching were collected and linked to relevant framework criteria.
- In response to feedback from the second trial phase, the framework underwent a further revision before being presented at the OLT Showcase Forum for Strategic Projects in Canberra on 20 November, 2013.
- Preparation and completion of the Final Report for the OLT.

## Chapter 4 | Use and advance of existing knowledge

The initial stages of the project focused on an extensive examination of the literature on quality teaching in higher education in Australia, New Zealand, the UK and North America as a basis for the development of a framework. The three purposes of the review were to create a working definition of quality teaching, to develop an informed set of quality teaching principles which could be developed into a set of teaching criteria for the framework, and to clarify the role for institutions in encouraging quality teaching among their academic staff. This chapter outlines the key findings of this review under these three headings. A full copy of the literature review will be available on the project website ([www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au)).

### Definition of Quality Teaching

There is no conceptually based definition of quality teaching in the literature. There are however, key elements which underpin a definition and some of these are:

- Teaching is a process of communication (staff to student, student to student) (Laurillard, 1993).
- The aim of university teaching is to make learning possible (Laurillard, 1993; Ramsden, 2003).
- Teaching is viewed differently by each stakeholder perspective – teachers, students, administrators, parents, etc.
- Teaching operates within a range of contexts, which have significant impact on the process and outcomes.

With a greater number of universities employing teaching-only or teaching-intensive positions (Probert, 2013), there is an increased need to define quality teaching carefully so that these academic teachers have access to promotion based on their teaching quality and outcomes in a manner that is comparable and as valued as research outcomes. Universities increasingly need to provide clear career options for academics who focus on teaching (Crisp et al., 2009). There is increasing attention on the quality of teaching and learning at universities across the world (Devlin, 2007a), hence universities must ensure the quality of teaching is suitably recognised and rewarded so it can continue to be valued and enhanced (Chalmers, 2011). To this end, it is critical that a shared understanding of effective teaching is devised, if we are to act to ensure quality teaching (Devlin & Samarawickrema, 2010).

Quality teaching has been defined by Henard and Roseveare (2012) as the use of pedagogical techniques to produce learning outcomes for students. They argue that it involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. They also recognise that it requires well-adapted learning environments and student support services.

A definition of what is quality teaching at any given university should also incorporate factors such as the type of subject, the size of the class, student ability, assessment practices and other contextual factors according to Young and Shaw (1999). Contexts not only vary greatly between disciplines, departments, faculties and institutions and will influence what is understood to be quality teaching, but contexts also vary according to societal, political, economic, technological and demographic change forces (Devlin & Samarawickrema, 2010).

The project team adapted Henard and Roseveare's definition of quality teaching as it succinctly encompassed the elements identified in the literature.

**Quality teaching is the informed use of pedagogical practices in a values-driven culture, resulting in appropriate learning outcomes for students.** It requires elements of the following:

- **Environment** - which supports teaching, provides services and support for students and staff, and engages in a wider cultural context.
- **Professional Practices** - which include the effective design of curriculum and course content, a variety of learning experiences based on evidence of how students learn, soliciting and using feedback and effective assessment of learning outcomes.
- **Attributes and Capabilities** - Inclusive of personal, relational and professional qualities. *(Adapted from Henard & Roseveare, 2012, p.7)*

## Principles of Quality Teaching

There is extensive literature on the principles, qualities and characteristics of effective teaching in higher education with wide variation in the number of critical aspects or dimensions. When viewed over time, the sets of principles reflect the emerging understandings of teaching and learning, the increasing diversity of the student body and the significant changes which have occurred in the curriculum and teaching and learning practices as a result of technology, social media, student diversity and globalisation.

The OLT, and previously the Australian Learning and Teaching Council (ALTC) and its predecessors, have built on the literature to develop a set of criteria used for the Awards for Australian University Teaching, which have been widely adopted by Australian universities to judge their teaching award recipients, and thus provide a useful starting point for principles of quality teaching. The five criteria used by the OLT for determining excellence in university teaching and for recognition and reward are:

1. Approaches to teaching that influence, motivate and inspire students to learn
2. Development of curricula and resources that reflect a command of the field
3. Approaches to assessment and feedback that foster independent learning
4. Respect and support for the development of students as individuals
5. Scholarly activities that have influenced and enhanced learning and teaching.

Devlin and Samarawickrema (2010) assert that the use of these common criteria have had a noticeable impact on improving our understanding of quality teaching and learning across Australia. Overall, they conclude that the OLT criteria and the literature on the dimensions of quality teaching are in agreement. Harris et al (2008) have used the criteria to develop a peer review process, in what they call an 'eclectic, illustrative list which is not exhaustive and includes items from a range of sources, including various peer review programs in Australian universities'.

Whereas the five criteria have been widely adopted by Australian universities, Devlin & Samarawickrema (2010) suggest that they should be periodically updated and/or expanded to reflect the changing teaching and learning landscape (e.g., increasing student diversity, increased use of technology in coursework, increasingly sophisticated ways of demonstrating learning) in university education.

A number of ALTC and OLT-funded projects have contributed to furthering understanding of quality learning and teaching in higher education. The Teaching Quality Indicators (TQI) project developed a Teaching Quality Framework which provided indicators of quality teaching at the institutional, department/program and individual teacher level in the dimensions of assessment, engagement and learning community, diversity and institutional climate and systems (Chalmers, 2008; 2010). The outcomes of this project were highly transferable and adaptable to varying contexts. A number of other projects have focused on leadership for quality learning and teaching, or quality learning and teaching within particular disciplines or modes of learning (see for example Gore et al., 2009; Leask & Wallace, 2011; Orrell, 2011; Partridge, Ponting, & McCay, 2011; Rice, 2011; Savage, 2011). Collectively these add depth and breadth to our understanding of quality learning and teaching in higher education.

Many Australian universities have made a commitment to articulating principles of good practice in response to the increased focus on the quality of teaching and learning in universities over the last decade. These vary from quite succinct lists or statements to more developed guidelines which may include descriptors or statements of evidence and exemplars of practice. An audit of fifteen Australian universities and several institutions in New Zealand and the UK provided the basis of the summary data. During the audit a number of categories of principles emerged. These have been used to organise the range of specific examples collated as a basis for further discussion and selection of principles, descriptors and evidence for the Framework for this project.

Devlin and Samarawickrema (2010) reviewed the criteria for effective teaching in higher education literature and found that attempts to define quality teaching have used various theoretical perspectives, qualitative and quantitative approaches, disciplinary standpoints (McMillan, 2007) and student points of view (Vulcano, 2007). However, despite considerable effort, accepted definitions of quality teaching in universities remain elusive (Johnson & Ryan, 2000; Paulsen, 2002; Trigwell, 2001), though it is accepted that quality teaching requires an agreed set of skills and practices (Penny, 2003). Many ‘principles of quality teaching and learning’ have been proposed that encompass a number of the complexities of university teaching, as summarised by Devlin and Samarawickrema (2010) in the following table:

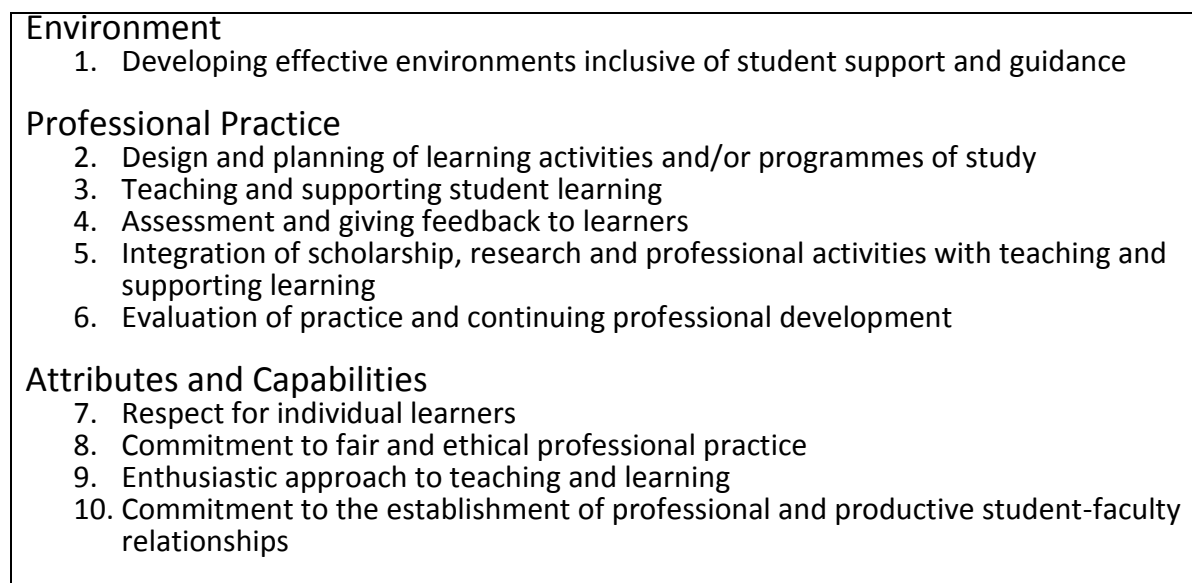
**Table 1. Principles of quality teaching**

<b>Publication</b>	<b>Principles of quality teaching</b>
Hativa, Barak and Simhi (2001)	Interest, clarity, organisation, positive classroom climate
Kreber (2002)	Disciplinary knowledge, ability to motivate students, convey concepts and help students overcome learning difficulties
Saroyan, Amundsen, McAlpine et al (2004)	Content knowledge and presentation as measured by preparation, organisation, clarity and ability to generate student interest
Young and Shaw (1999)	Value of subject, motivating students, comfortable learning atmosphere, organisation of the subject, effective communication and concern for student learning

Kember, Ma and McNaught (2006) looked for patterns among the literature on quality teaching, and determined that some characteristics focus on teacher performance, while others focus on student learning needs and outcomes, but there is no consistent view on what makes up quality in teaching and learning at the university level. One shortcoming of these studies according to Devlin (2007a) is that they have been derived without a clear articulation of methodology, thus it is difficult to test their validity and reliability. Kember and McNaught (2007) proposed ten principles of good teaching, drawn from interviews with 62 teachers who were recipients of the Vice-Chancellor's award for exemplary teaching in Australia and Hong Kong.

While the Kember and McNaught study (2007) incorporated the teacher view, Marsh & Roche (1994) investigated the students' views and suggested nine dimensions of good teaching in a rigorously developed student evaluation of teaching questionnaire. This study is considered a benchmark for more recent studies due to the rigour of the process used to develop them.

While there is considerable overlap in the many studies on the principles of quality teaching, there remains no clear and consistent view of quality teaching and learning (Kember et al., 2006). The majority of studies have emphasised elements of professional practice and have focused less attention on the personal attributes that students prioritise as pivotal to the quality learning experience (Delaney et al, 2010). This suggests that there is significant variation between teachers and teacher/academic perceptions of quality teaching. The *Australian University Teaching Criteria and Standards* project has sought to address this through the development of three major categories - Environment, Professional Practice and Attributes and Capabilities - under which the ten identified principles can be divided as shown in Figure 2.



**Figure 2. Categories and principles of quality teaching and learning**

## The role of the university in encouraging quality teaching

The changing teaching and learning landscape in university education evidenced by increasing student numbers and diversity, and increased use of technology for teaching and learning (Hannan & Silver, 2000) means that universities across Australia are developing more teaching-only positions and teaching-intensive career pathways. As a result, universities need to develop career options and promotion processes that allow teaching academics and teaching professionals to be promoted on teaching grounds (Crisp et al., 2009; Probert, 2013). New policies, frameworks and processes that focus on developing quality teaching can be adopted and tailored to each university's needs. Several of these approaches have been explored in work funded by the ALTC/OLT, including developing systems for peer review, examining the impact of teaching awards, and creating methods for evaluating teaching development programs. A selection of these projects that highlight the key points related to the role of the university are described below.

- The ALTC's Priority Projects Program (2006) created a peer-review process that can be adapted by individual universities (Crisp et al., 2009). The aim of this project was to develop the capacity in Australian universities to recognise, reward and promote quality teaching. Called the Summative Peer Review of Teaching program, its outputs include a set of rigorous, adaptable protocols, processes and tools for both internal and external peer-review of teaching. The program can be implemented and customised by universities with the goal that each university modifies its promotion process and criteria related to teaching as they adapt the program. For example, UWA has adapted these resources to promote peer review practices across the university.
- Another ALTC-funded project responded to the need for an approach to recognise and reward quality teaching in higher education (Chalmers et al, 2010). The major outcome of the project was a framework that identified indicators and outcomes of teaching quality within the institution and at university levels. The framework also identified systems and processes that support and value teaching quality.
- Universities must also lead sustainable improvement in university teaching and learning, providing for example, strategic alignment of efforts to improve the quality of teaching and learning, allocation of budget resources for learning and teaching enhancement efforts, time for staff to innovate, enhance and improve teaching and learning, and mechanisms to ensure that excellence in teaching and learning is recognised and that career pathways are in place (Nagy et al, 2011).
- Israel (2011) challenges universities to consider how to develop academic career paths for national teaching award winners.
- An OLT funded project led by UWA, and involving Curtin and ECU as partners, has identified indicators and measures of impact on teaching preparatory programs in universities, in collaboration with CADAD (Chalmers et al, 2012).
- Professor Sandra Wills, Pro Vice-Chancellor (Student Learning) at Charles Sturt University, made a substantial contribution to project development as a result of her experience leading the OLT/HEA funded *Promoting Teaching* project. As a member of our reference group, Professor Wills provided critical feedback in the process of

framework development. Reciprocally, the University Teaching Criteria framework project also informed the *Promoting Teaching* project.

- At a recent seminar in Melbourne (June 2013), Professor Craig Mahoney, Chief Executive of the HEA in the UK, noted the power of senior university leaders to initiate systemic transformation within institutions. He cited specific examples where Vice Chancellors actively and visibly promoted quality teaching initiatives and how they contributed to cultural change within the institution. He recognised that the size and complexity of universities tends to encourage silo operations where the 'parts' operate in isolation from the 'whole'.

The university teaching criteria framework developed in this project further contributes to developing a common language and a shared point of reference conducive to the attainment of the transformational change to which Professor Mahoney referred.

## Chapter 5 | Australian university teaching criteria and standards framework

The framework is intended as a practical, flexible guide to assist universities and their academic staff to clarify what constitutes quality teaching. The framework is underpinned by carefully researched definitions and principles of quality teaching that are expressed through seven criteria:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

The organising principle is the alignment with academic appointment and promotional levels. For each criterion the framework suggests standards of achievement that might be applied to each promotional level, cross-referenced to examples of indicative evidence that could be used to demonstrate achievement. The framework was developed with the intention that these criteria, standards and indicative evidence be adapted by individual universities to suit their own context.

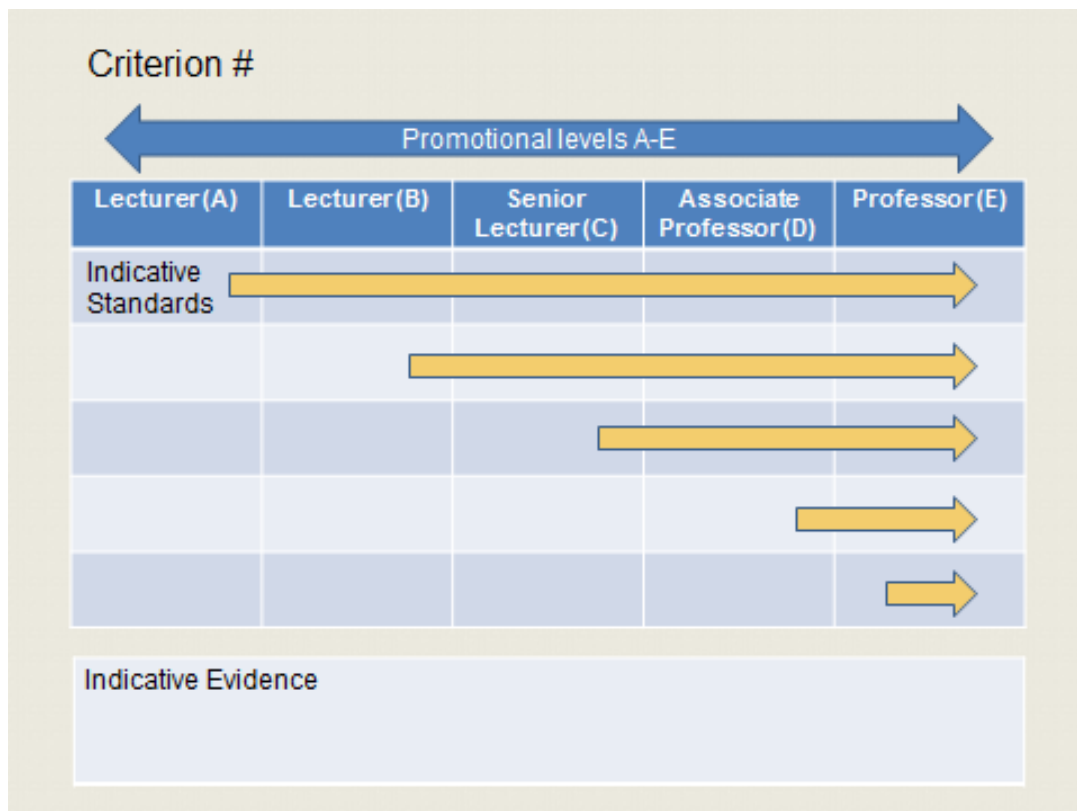


Figure 3. Illustration of the framework structure/organisation by criteria



At an institution or faculty level, the framework can be used as a basis for the development of policy and practices recognising and promoting high quality teaching. For example, the framework can be used as a template for developing job descriptions, setting teaching criteria and standards across promotional levels, and to guide academic staff development and performance review policy. Universities can map the framework against their own quality teaching criteria and use the framework as a facilitative tool to clarify their expectations and set indicative standards for their own teaching criteria. For individuals, the framework can be used as a guide for demonstrating and providing evidence of quality teaching in support of probation or promotional reviews or to direct personal and professional development.

The layout of the framework is also flexible and may be tailored to the requirements of individual institutions. It can be downloaded as a modifiable document or viewed as a web-based resource ([www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au)). The web resource enables users to easily view the indicative standards and evidence by criteria or promotional level and to follow links to specific examples of how evidence might be presented, and to related resources and guides to good practice. In Appendix A the framework is arranged by criteria to demonstrate the progression of expectations for the various levels for the teaching component of academic work.

## Chapter 6 | Trial process and feedback

The *Australian University Teaching Criteria and Standards Framework* was intended for use by Australian universities irrespective of mandate, size or location. It was expected that the framework would also have international relevance.

### Pre-trial

During project inception, there were four opportunities for members of the academic community to provide feedback which directed the development of the framework criteria and structure:

1. Teaching and Learning Forum (Murdoch University, February, 2013): As a result of feedback from participants at this forum the definition of quality teaching was refined. Overall the feedback was positive, constructive and highlighted the demand for this work.
2. Reference group meeting (April, 2013): This meeting provided valuable feedback which reinforced the strengths of the project and highlighted areas for further focus. The reference group were overwhelmingly supportive of this initiative and research methods. They agreed that whilst this early iteration of the framework needed refinement, it served as a 'proof of concept'. It was suggested that we include HR staff in dissemination activities in view of their central role in the promotions process. The reference group noted the complementary aspects of our project with the UK/Australian *Promoting Teaching* project and endorsed the flexible, adaptable nature of the framework. (Reference group meeting notes, 9 April, 2013)
3. UWA Teaching and Learning Week (June 2013): An early draft of the framework was presented for discussion at the teaching awards winners meeting. Feedback was generally positive though the project title was controversial for some. Participants were supportive of work that elevated the status of university teaching and felt that the framework would be useful and adaptable.
4. HERDSA Conference (Auckland, June 2013): presentation of Criterion 5 for discussion and feedback. An overview of the framework was presented at this forum and participants were invited to give feedback on Criterion 5. Participants were encouraging and supportive of the concept.

### Trial Phase 1

The first phase of the trial was implemented at the five partner Western Australian universities: the University of Western Australia, Murdoch University, Curtin University, Edith Cowan University and the University of Notre Dame. This initial trial required team members to first map the seven quality teaching criteria for academic level B against existing teaching and learning criteria within their own universities and then to discuss the framework structure and content with their respective Deputy Vice Chancellors (Academic) and where applicable, HR directors. Results of this trial are summarised in the table below:

**Table 2. Trial Phase 1 Summary of feedback**

University	Mapping exercise	Senior Executive and HR Feedback
<b>UWA</b>	The seven criteria were closely aligned to the existing teaching criteria	The Vice Chancellor (VC) is supportive of the project framework and has recommended it as a model for the development of similar frameworks in the other areas of academic work (Research & Service)
<b>Murdoch</b>	The project criteria were a “close fit” with existing MU criteria and promotional levels were in alignment. A key difference was that the project framework was more detailed (language was more precise and concepts more clearly defined). New criteria for probation and promotion have been developed for 2014.	DVC(A) keen to adapt the project framework to Murdoch’s needs.  HR Director supportive of project framework and keen to find methods of progression to the next stage of implementation.  Murdoch is currently redeveloping academic staff development in line with criteria for good teaching.
<b>Curtin</b>	Significant alignment between the existing Curtin framework and the project framework. Language of the project framework deemed to be preferable.	DVC(Education) response was “very positive”. Project framework was relevant and could be readily adapted to CU. Major difference was that CU differed in expectations for foundation professional development programs.
<b>ECU</b>	Strong alignment between the Academic Staff Performance Expectations and Outcomes (ASPEO) framework and the project. The ASPEO framework had very similar levels of evidence and expectations, particularly in the areas of research informed teaching, and engaged teaching. The project framework is much more detailed in the area of teaching performance and will be used to help staff understand this area of the ASPEO.	DVC(LTI) is extremely supportive of the project and its outcomes. He can see that it is something that can be used to drive management for performance and professional development. The Human Resources Service Centre is currently looking at the project criteria to identify any gaps in their management for performance, recruitment, and probation processes. They are extremely enthusiastic about the outcomes of the project.  The Centre for Learning and Development is using it to drive professional development using the seven criteria to shape programmes.
<b>Notre Dame</b>	Project framework is consistent with Notre Dame’s promotions policy.	Fremantle Academic Head of Campus was very supportive. PVC(A) found the framework to be useful, applicable and consistent with recent changes to Notre Dame’s promotion policy and guidelines. The worked examples of evidence were impressive and valuable to staff members collecting evidence in support of professional expertise. PVC(A) has recommended the project framework to the senior DVC who oversees the promotions process.

Feedback from this trial informed the next iteration of the framework.

## Trial Phase 2

Based on trial feedback, combined with a scan of existing university policy and practice and referenced to the most recent literature, and research and development in the field, the seven criteria for quality teaching were articulated for each of the Australian academic promotional levels A-E and shaped into the second iteration of the framework.

Phase 2 of the trial process was implemented through a variety of dissemination and feedback channels. As a result of dissemination at CADAD, UA, the OLT Showcase and a variety of fora, the framework was trialled at a further 23 Australian universities and one overseas university. For a detailed description of dissemination activities see Chapter 8.

There are a further four major international dissemination events planned for 2014: the ICED Conference (Sweden, June) at which project team members will give two presentations (abstracts accepted), the SCAP conference (UK, July) at which Denise Chalmers will be an invited speaker, the HEA conference (UK, July) at which Denise Chalmers will deliver a keynote and participate in a panel discussion, and the HERDSA conference (Hong Kong, July) for which two abstracts have been submitted.

Dissemination events have proved highly successful in generating interest in the project. Team members received many requests for the framework as a result of presentations. All requests were documented and the framework was emailed with a standard covering letter containing a request for feedback in response to the following three questions:

1. Do you feel that the framework has use/application?
2. If not useful, what does the framework need to do to have application?
3. Please tell us if you have used the framework and how you have used it in your institution.

Respondents were unanimous in their endorsement of the concept and its timeliness. In collating responses, respondents generally offered a balanced review of project strengths and recommendations for further development under the following four topics:

### The value of the framework

The framework:

- Is an important tool for initiating conversations about teaching (promotion, performance, career planning)
- Is easily mapped against institutions own teaching criteria
- Gives an holistic view of teaching criteria and evidence that recognises progression as a quality enhanced continuum
- Provides seven criteria for quality teaching which are universally applicable across the sector
- Supports mobility of the academic workforce through a common understanding of teaching
- Is a useful reference point for the purposes of performance management and promotion
- Provides examples of evidence that are valuable for academic staff supporting claims for promotion

- Provides exemplars and examples that may be useful for staff without a strong teaching background
- Is useful for benchmarking across universities
- Is useful for mapping the criteria against other developing projects/similar work
- Is easily incorporated into academic role statements
- Is a useful starting point for identification of individual university needs
- Is useful and applicable to promotion policy and guidelines

## Recommendations for framework structure and layout

- Layout: line up elements which are repeated across the table to enhance readability
- Align categories across promotional levels to make it easier to follow changes and avoid repetition
- Map criteria horizontally and vertically

## Recommendations for clarity and accessibility

- Clarify definition of scholarship indicating how universities might select sub-criteria under Criterion 5
- The framework may encourage staff to prepare unduly long portfolios that ‘tick boxes’ rather than present a persuasive case in support of excellence in teaching
- The requirement to demonstrate professional qualities may also produce unverifiable claims
- There is scope for simplification of the framework and the removal of repetition
- Finding appropriate evidence in support of Criterion 7 may be challenging
- Splitting of Criteria 5, 6 and 7 makes the framework feel unbalanced
- Criterion 4 may be seen as repetitious and might be better incorporated into criteria 2 and 3
- Criterion 7 needs to be reorganised to show a clearer synthesis of leadership and effectiveness demonstrated in the work practice

## Other comments

- The distinction between promotion and performance needs to be explicit
- Be explicit in use of terms such as curriculum ‘design’, development’ and ‘delivery’
- The requirement that teachers get “average or above average” scores in student survey feedback as a minimum may mean that half or more level A’s will fail to meet the standard
- Use of specific terms such as “average or above average scores...” may be problematic and stifle innovation and experimentation

## Response to Trial Phase 2 feedback

Respondents demonstrated support and enthusiasm for the framework and the seven criteria for quality teaching. Most of the recommendations focused on issues of clarity, accessibility, flexibility and language. These issues were addressed prior to the development of the final iteration of the framework presented at the OLT Showcase (20 November 2013).

From its inception, the framework was intended as a flexible tool for adaptation by a variety of university cultures. The feedback received helped to highlight areas of perceived inflexibility and enabled the team to refine the framework into a more concise and accessible product. At this time a **Quick Guide** for the use of the framework was developed and distributed with the framework. (See *Appendix B* for the **Quick Guide**) Concurrent with this activity was the development of the website. The process of constructing a multi-dimensional virtual product supported the process of clarification and refinement.

A second meeting of the Reference Group took place on 25 October 2013. At this meeting, the reference group noted the efficacy of the framework in “starting a conversation” and in “demystifying what constitutes quality teaching”. The group did “not see this as the end, but as a continuum” in recognition of the high level of demand for and interest in the framework.

## Chapter 7 | Selected factors influencing project outcomes

### Success factors

The following factors contributed to the success of the project

- Cooperative and collegial project team
- Regular team meetings
- Experienced and knowledgeable project leaders
- Clear timelines and milestones
- Contribution of team members from all Western Australian universities helped to keep the project relevant across different tertiary contexts and assisted with broad dissemination
- Appreciation for the varied and unpredictable workloads of team members – it was accepted early on that the contributions of team members would vary in nature and extent but still be of value to the whole
- Project support team (Project Officer and Research Assistant) facilitated each phase of project development with efficiency and professionalism
- Provision of formative and summative feedback from an experienced and scholarly evaluator
- Support and critical feedback from the reference group of experienced university senior executives
- Strategic dissemination and consultation with the wider academic community throughout the project
- Delivery of the project proved to be timely in that it was received by a highly receptive academic community who were supportive and responsive
- Cooperation and collaboration with other teams working on related OLT projects

### Challenges

The logistics of administering the project with a team drawn from all five Western Australian universities was a challenge that met with success. The workload of project members was both varied and unpredictable due to changing demands on team member time and resulted in three project team member changes over the course of the project. Acceptance of fluctuating circumstances was key to the project's success. From the outset, project leadership recognised the need to accommodate the range of conflicting demands on individuals on the team. This challenge was overcome by ensuring that a complete *Meeting Schedule* and *Project Implementation Plan* spanning the duration of the project was issued at the outset. This gave team members sufficient lead time to plan and prepare around commitments and reflected leadership experience in collaborations of this kind. Use of Dropbox to share resources also supported communication, collaboration and productivity.

Consensus indicated that the project was needed and timely, however there was a concern about the original title, "Professionalisation of the Academic Workforce" and a perceived inference that the existing academic workforce might be regarded as less than professional.

A second concern arose over the framework column heading, “Standards”. Some respondents felt that this term suggested fixed and generically applied standards in a ‘one size fits all’ imposition. As a result, the framework terminology was modified to reflect the framework’s key value as a flexible and adaptable tool designed to promote awareness of quality teaching in universities. “Standards” became “*Indicative Standards*” and the project title was changed to the *Australian University Teaching Criteria and Standards* project.

A further challenge was the timeline for the development and consultation of project deliverables and the strategy for embedding project initiatives in university culture. The team was efficient in their development of deliverables, but had less control over response times from the academic community who were trialling the framework. The consultation and feedback process was fundamental to the development of a quality product and essential to our success in embedding the framework in university systems (senior management, HR, faculties, promotions committees). The original project timeline of fifteen months was sufficient for the delivery of outcomes and generation of strong interest in the product, but limited in terms of more extensive dissemination and engagement with other Australian universities. The project has provided a select basis for further development and dissemination beyond the five Western Australian universities.



## Chapter 8 | Dissemination of project outcomes

The dissemination of the project outcomes has been ongoing from the outset and included both information and engagement strategies through presentations, workshops and web resources as outlined below (numbers in brackets are approximate attendance).

**Table 3. Outline of past and planned dissemination activities.**

<b>Date</b>	<b>Strategy</b>	<b>Event</b>	<b>Activity/Attendance</b>
February 2013	Engaged	WA Teaching and Learning Forum, Perth	<i>Presentation/Discussion</i> W/Prof Denise Chalmers and Prof Rick Cummings presented a quality teaching model and principles of quality teaching statement, inviting feedback (35)
April 2013	Engaged	Council of Australian Directors of Academic Development (CADAD) Meeting, Melbourne	<i>Presentation/Discussion</i> W/Prof Denise Chalmers and Prof. Rick Cummings presented a progress report and invited feedback and discussion (25)
April 2013	Engaged	Reference group meeting, Perth	Full meeting of the project reference group to report progress and solicit feedback (10)
June 2013	Engaged	UWA Teaching Award Winners Meeting, Perth	<i>Presentation/ Discussion</i> W/Prof. Denise Chalmers presented the quality teaching framework to award recipients. The purpose of the presentation was to elicit feedback from highly experienced and competent teaching professionals. (30)
June 2013	Engaged	Teaching and Learning Week Colloquium, Perth	<i>Presentation/Discussion</i> W/Prof Denise Chalmers reported on the development and implementation process of the project. Feedback from participants suggested that this project makes a welcome and timely contribution to the discussion of quality teaching in higher education. (25)
July 2013	Information	HERDSA Conference, Auckland	<i>Showcase Presentation</i> Project Officer Rachel Wicking presented on the project progress with the aim of eliciting specific feedback on the applicability of the criteria to individual higher education institutions. Participants were invited to study the framework and comment on whether it might reflect their universities criteria and/or standards. (30)
September 2013	Engaged	HERDSA rekindled conference, Perth	<i>Showcase Presentation/Discussion</i> Project Officer Rachel Wicking repeated the presentation made at HERDSA to a local audience, again soliciting feedback. (20)

November 2013	Information	UA DVC(A) Meeting, Canberra	<i>Presentation</i> W/Prof Denise Chalmers reported on the project and received a very positive response from attendees. A lot of interest was generated at this meeting and subsequent requests for copies of the framework. (35)
November 2013	Engaged	CADAD, Brisbane	<i>Presentation</i> Prof Rick Cummings reported on the project outcomes. Of 22-24 institutions in attendance, 13 expressed an interest in receiving further information about the framework. (30)
November 2013	Information	OLT Forum, Canberra	<i>Presentation</i> W/Prof Denise Chalmers and Prof Rick Cummings presented on the project outcomes. (130)
January 2014	Information	WA Teaching and Learning Forum, Perth	<i>Presentation</i> Prof Sue Stoney to present a paper
<b>Further dissemination activities planned for 2014</b>			
April 2014	Engaged	CADAD Meeting, Canberra	<i>Presentation</i> Prof Denise Chalmers to report on project implementation. (28)
June 2014	Information	ICED Conference, Sweden	<i>Round Table Presentation: "Criteria and Standards of Quality Teaching in Australia"</i> (Abstract submitted and accepted)
June 2014	Information	ICED conference, Sweden	<i>Paper Presentation: "Developing University Teaching Criteria and Standards: An Australian strategic priority project"</i> (Abstract submitted and accepted)
July 2014	Information	HERDSA Conference, Hong Kong	<i>Showcase Presentation: Australian Criteria and Standards for Teaching: Are we there yet?"</i> (Abstract submitted)
July 2014	Information	HERDSA Conference, Hong Kong	<i>Round Table Presentation: "The Feasibility of Implementing Teaching Criteria and Standards at Your Institution"</i> (Abstract submitted)
July 2014	Information	HERDSA Conference, Hong Kong	<i>Poster presentation: "An Application of the Australian University Teaching Criteria and Standards Framework"</i> (Abstract submitted)
July 2014	Information	HEA Conference, UK	Invitation extended to W/Prof Denise Chalmers to deliver keynote speech and participate in panel discussion
July 2014	Information	SCAP Conference, UK	W/Prof Denise Chalmers (invited speaker)

## Web resources

In the early stages of the project, information was available via Murdoch University's website. This site provided a summary of the intended outcomes, a list of team members and a progress report.

The second stage of web development came with the appointment of a research officer who was tasked with the responsibility of collecting, collating and synthesising resources in alignment with the framework. The research officer worked with a professional web designer to develop a website for dissemination of the outcomes of the project, the framework and documents that support its use. The website has been designed with users in mind and the content is divided into three sections enabling easy navigation; the framework, the project and other resources. The following materials are currently available on the [www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au) website:

- The Framework in two formats - arranged by criteria and by promotional level.
- Instructions for institutions and individuals on the intended use of the framework.
- Case studies and exemplars demonstrating quality teaching principles and indicative evidence in support of each teaching criterion.
- Good practice guides and other resources to aid professional development of quality teaching attributes.
- An introduction to performance and career planning and descriptors for each of the promotional levels.
- Guides to collecting evidence and the development of a teaching portfolio.
- Review of the literature on quality teaching.
- Links to related projects.
- Information about the project and project team.

The project and evaluator's reports will be made available on the website once finalised.

A screen shot of the website home page is provided in Figure 3.

## Publications

The following publications are under development by the project team:

- University Teaching Criteria and Standards: An Australian Perspective, being developed for submission to the *International Journal of Academic Development (IJAD)*
- Developing Standards and Criteria for Quality University Teaching: experiences from selected Australian universities, being developed for submission to the *Journal of Higher Education Research and Development (HERD)*
- Working with the editors of the Journal of Higher Education Research and Development (HERD) for a special issue on standards for university teaching which would include some of the case studies from the project extension.



### What is it?

A framework that provides universities and their academic staff with a practical and flexible guide for clarifying what constitutes quality teaching and how it can be evidenced. Five Western Australian universities led this national project with the explicit aim of recognising the ways in which quality teaching can be identified, supported and ultimately rewarded.

SEE MORE

### Why this website?

The primary purpose is to enable dissemination of the outcomes of the project, the framework and documents that support its use. The framework itself provides indicative criteria and performance standards that can be adapted by different institutions to suit their own teaching criteria and standards.

SEE MORE

### What does it offer?

Documents that support the use of the framework, including; instructions on the intended use of the framework, explanation of the principles of quality teaching that underpin the framework, useful guides and resources, and tips and strategies for career planning and collecting evidence, as well as external resources and project information.

SEE MORE



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Figure 4. Australian University Teaching Criteria & Standards Framework homepage ([www.uniteachingcriteria.edu.au](http://www.uniteachingcriteria.edu.au))

## Chapter 9 | Evaluation of project outcomes

In accordance with OLT project guidelines, an external evaluation of the project was undertaken by Dr. Paul Chesterton. Dr. Chesterton attended several project meetings and events and in his report highlighted the following points:

- The project plan was carefully constructed to facilitate the timely achievement of the project outcomes.
- Project leadership was effective and enthusiastic.
- The project team worked collaboratively, harmoniously and efficiently to realise outcomes.
- Due attention was given to relevant research and studies.
- The conceptual basis of the framework was grounded in a comprehensive understanding of current practice.
- Trial participants were provided with appropriate guidance and support throughout the trial process.
- A comprehensive dissemination process was implemented.
- Feedback was carefully documented and used to inform each stage of project development.
- The framework fulfilled its theoretical purpose of providing a conceptual framework for quality teaching and its practical function as an operational guide to the development of quality teaching practices within institutions.
- Trialling and presentation of the framework generally elicited positive feedback testifying to its significance and timeliness and its flexibility and adaptability.
- Project deliverables were available within the specified timeline and to an acceptable standard.

In addition to the external evaluation, the project team sought opportunities for formative evaluation during the project. These included:

- Making materials available to the reference group for comment and feedback.
- Seeking feedback from the greater academic development learning community.

This process and subsequent feedback is summarised in Chapter 6.

## Chapter 10 | Links with other projects in the OLT's strategic priority areas

The *Australian University Teaching Criteria and Standards* project has links to the following OLT supported initiatives:

### **OLT Strategic Priority projects**

Professionalisation of the Academic Workforce

The *Australian University Teaching Criteria and Standards* project (Rick Cummings, Denise Chalmers) was commissioned concurrently with the *Academic Workforce 2020* (Richard James)

### **International collaborations: Higher Education Academy (HEA UK) and Office of Learning & Teaching (OLT Australia)**

*Promoting Teaching*  
(Sandra Wills)

*Promoting Reward and Recognition for Teaching* in Higher Education  
Transforming Practice Program (TPP)  
(Patrick Crookes)

### **OLT Reports**

Teaching-focused academic appointments in Australian universities: recognition, specialisation or stratification?  
(Belinda Probert)

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# Appendices

Appendix A The Australian University Teaching Criteria and Standards Framework

Appendix B Quick Guide to using The Australian University Teaching Criteria and Standards Framework

# Appendix A | The Australian University Teaching Criteria and Standards Framework

Teaching and learning quality should be evidence based. The following teaching criteria and evidence matrix gives examples of performance and achievements under seven criteria or dimensions related to different aspects of teaching. All academic staff can use the matrix for career planning, in preparation for performance development reviews, and in preparation for applying for promotion. The criteria are best presented in a teaching portfolio that documents achievement.

In building a teaching portfolio, academic staff should describe their work in relation to **each** of the **seven** teaching criteria and provide evidence in support of their claims. The term teaching is used to encompass the full range of teaching contexts i.e. undergraduate, postgraduate, research supervision, clinical, laboratory, workshop, studio, field and work-based teaching. The descriptions and indicative evidence outlined in the framework are neither prescriptive nor exhaustive. It must be emphasised that it is not expected that each and every item listed under each criteria must appear in the portfolio. Furthermore, other examples that are not listed can be used to demonstrate performance and achievement.

The descriptors in bold in the matrix for Lecturer (B) level should be interpreted as the **minimum standard** for each and every criterion, and it is expected that every staff member at or beyond this level will consistently demonstrate that they meet the minimum standard as a baseline. Descriptors in bold in particular, but all other descriptors in general above the Lecturer (B) level, should be considered as signals that can be used as evidence of meeting the expected teaching quality for a current level of appointment, or to build a case for promotion. In building a case for promotion, it is not necessary for an academic to be strong in every one of the seven criteria; instead the applicant should highlight the criteria and contributions in which they have particular strengths.

The seven teaching criteria are:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

The standards and evidence matrix for each criterion can be found in the following pages.

### Criterion 1: Design and planning of learning activities

Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.

<b>Lecturer (A)</b>	<b>Lecturer (B)</b>	<b>Senior Lecturer (C)</b>	<b>Associate Professor (D)</b>	<b>Professor (E)</b>
<ul style="list-style-type: none"> <li>▪ <b>Planned learning activities designed to develop the students' learning</b></li> <li>▪ <b>Sound knowledge of the unit content and material</b></li> <li>▪ Unit outline that clearly details learning outcomes, teaching and learning activities and assessment</li> <li>▪ Preparation of unit materials</li> <li>▪ <b>Peer review of unit materials by unit/course coordinator</b></li> <li>▪ For relevant items in the student survey, average or above average scores for all units taught e.g.                             <ul style="list-style-type: none"> <li>• Appropriate teaching techniques are used by the teacher to enhance my learning.</li> <li>• The teacher is well prepared.</li> <li>• The teacher effectively used learning technologies to support my learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Deep knowledge of the discipline area</li> <li>▪ <b>Well planned learning activities designed to develop the students learning</b></li> <li>▪ <b>Scholarly/informed approach to learning design</b></li> <li>▪ <b>Thorough knowledge of the unit material and its contribution in the course</b></li> <li>▪ <b>Effective and appropriate use of learning technologies</b></li> <li>▪ <b>Effective unit/ course coordination</b></li> <li>▪ Effective preparation of tutors and management of teaching teams</li> <li>▪ <b>Peer review of unit materials by course coordinator</b></li> <li>▪ <b>For relevant items in the student survey, average or above average scores for two consecutive years and in all units taught</b></li> </ul>	<p style="text-align: center;"><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Deep knowledge of the discipline area</b></li> <li>▪ <b>Innovation in the design of teaching, including use of learning technologies</b></li> <li>▪ <b>Effective preparation and management of tutors and teaching teams</b></li> <li>▪ Leadership in curriculum development and design.</li> <li>▪ Development of significant curriculum materials</li> <li>▪ Benchmarking of a unit or course against similar units/courses</li> </ul>	<p style="text-align: center;"><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ Leadership in effective curriculum development at a program level</li> <li>▪ <b>Contribution to the teaching or curriculum and/or discipline at a national level</b></li> <li>▪ External expert peer review of unit/course materials /curriculum/initiative curriculum</li> <li>▪ Adoption of learning materials by other universities</li> <li>▪ Nomination for a teaching award for curriculum contribution</li> </ul>	<p style="text-align: center;"><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level</b></li> <li>▪ Significant curriculum or disciplinary contribution through published student learning materials/textbooks</li> <li>▪ <b>Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum</b></li> </ul>
<p><b>Indicative Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Unit/course outline and materials</li> <li>▪ Report from unit and/or course coordinator</li> <li>▪ Student surveys and feedback to students on response/outcomes</li> </ul>				

- Student feedback from focus groups
- Student feedback derived from external independent evaluation
- Tutor feedback on preparation, organisation or mentoring support
- Feedback from teaching teams
- Expert peer review on course/program materials and innovation
- External peer recognition and/or review on impact of curriculum, discipline or innovation
- Details of leadership roles and specific contribution
- Details of mentoring and support of colleagues
- Feedback from staff mentored
- Letter from Chair of curriculum committee on contribution
- Awards and citations for learning materials
- Text book awards

Indicators in **Bold** up to **Lecturer B** should be considered as **minimum standards**. Indicators in **Bold above** Lecturer B should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

**Criterion 2: Teaching and supporting student learning**

Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research.

<b>Lecturer (A)</b>	<b>Lecturer (B)</b>	<b>Senior Lecturer (C)</b>	<b>Associate Professor (D)</b>	<b>Professor (E)</b>
<ul style="list-style-type: none"> <li>▪ <b>Student centred approach to teaching</b></li> <li>▪ <b>Demonstrates an understanding of specific aspects of effective teaching and learning support methods</b></li> <li>▪ <b>Peer review of classroom teaching by colleague</b></li> <li>▪ For relevant items in student survey, average or above average scores in all units taught e.g.                             <ul style="list-style-type: none"> <li>• The teacher explains important concepts/ideas in ways that I can understand.</li> <li>• The teacher stimulates my interest in the subject.</li> <li>• I am encouraged to participate in classroom and/or online activities.</li> <li>• The teacher is helpful if I encounter difficulties with the lecture/unit.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Student centred approach to teaching</b></li> <li>▪ <b>A range of teaching is undertaken (i.e. different levels/mode)</b></li> <li>▪ <b>Effective collaborative teaching approaches</b></li> <li>▪ <b>Regular peer review of various dimensions of teaching by a colleague</b></li> <li>▪ Evidence of innovation/creativity in teaching</li> <li>▪ Quality of student learning is monitored</li> <li>▪ A scholarly approach to teaching</li> <li>▪ Effective supervision of honours/postgraduate students to completion</li> <li>▪ <b>For relevant items in student survey, average or above average scores for two consecutive years and in all units taught</b></li> </ul>	<p><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Teaching techniques are successful in enhancing student learning</b></li> <li>▪ <b>Effective supervision of postgraduate students to completion</b></li> <li>▪ <b>Quality of student learning is systematically monitored</b></li> <li>▪ <b>Innovation and creativity in teaching</b></li> <li>▪ Peer recognition of quality of teaching e.g. invitations to teach in other units/courses/universities or nomination for a teaching award</li> <li>▪ <b>For relevant items in the student survey, average or above average scores for three consecutive years and in all units taught</b></li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Peer recognition of quality teaching</b> e.g. invitations to teach at other universities or awarded a faculty and/or university teaching award.</li> <li>▪ <b>Evidence of systematic and integrated development of teaching practices informed by scholarship/research</b></li> <li>▪ Leadership and innovation in teaching practices and supporting students is recognised at a university, disciplinary or national level</li> <li>▪ <b>Leadership in supporting colleagues' in their teaching through peer support and review</b></li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Evidence of successful, strategic leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, disciplinary, or (inter)national level</b></li> <li>▪ Leadership in academic practice in the university, discipline or (inter)nationally</li> <li>▪ <b>Establishes effective organisational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. through mentoring/coaching)</b></li> </ul>
<p><b>Indicative Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Student surveys and feedback to students on response/outcomes</li> <li>▪ Student feedback from focus groups</li> <li>▪ Examples of student work/ theses</li> <li>▪ Postgraduate student grades and time to completion</li> <li>▪ Systematic monitoring of student learning outcomes</li> </ul>				

- Peer review and personal responses to the review and practices
- Adoption of innovation by others
- Impact of innovation/initiative within university or wider
- Impact of mentoring on peers or colleagues
- Recognition from university national and international peers
- Nomination for a teaching award
- Success in a university, national or discipline teaching award
- Letters of invitation or thanks

Indicators in **Bold** up to **Lecturer B** should be considered as **minimum standards**. Indicators in **Bold above** Lecturer B should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

**Criterion 3: Assessment and giving feedback to students on their learning**

Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.

<b>Lecturer (A)</b>	<b>Lecturer (B)</b>	<b>Senior Lecturer (C)</b>	<b>Associate Professor (D)</b>	<b>Professor (E)</b>
<ul style="list-style-type: none"> <li>▪ <b>Supports students to develop and demonstrate the intended learning outcomes</b></li> <li>▪ <b>Timely feedback is provided to students</b></li> <li>▪ For relevant student survey items, average or above average scores for two consecutive years and in all units taught e.g.                             <ul style="list-style-type: none"> <li>• The assessment requirements were clearly stated.</li> <li>• The assessment tasks were closely linked to the unit objectives.</li> <li>• I receive constructive feedback that assists my learning.</li> <li>• I receive feedback in time to help me improve</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Assessment tasks are well designed to assess the intended learning outcomes</b></li> <li>▪ <b>Supports students to develop and demonstrate the intended learning outcomes</b></li> <li>▪ <b>A variety of assessment tasks are used</b></li> <li>▪ <b>Provides students with clear assessment criteria</b></li> <li>▪ <b>Provides students with timely and consequential feedback</b></li> <li>▪ Innovation in assessment in units/degree programs</li> <li>▪ <b>For relevant student survey items, average or above average scores for two consecutive years and in all units taught</b></li> </ul>	<p><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Innovation in assessment in units/degree programs</b></li> <li>▪ Provides leadership in the moderation, planning and delivery of unit and course assessment</li> <li>▪ <b>Monitors and changes assessment practices to improve student learning outcomes</b></li> <li>▪ <b>Monitors the quality of student learning outcomes (including English language proficiency)</b></li> <li>▪ Assessment and grading of postgraduate theses and projects</li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Provides leadership in the moderation, planning and delivery of course and degree assessment</b></li> <li>▪ Successful coordination, support, supervision and management of assessment, standards and feedback to students</li> <li>▪ Successful engagement and demonstration of appropriate knowledge of effective assessment practices</li> <li>▪ <b>Assessment and grading of postgraduate theses and projects</b></li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Establishes effective organisational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students</b></li> <li>▪ <b>Successful leadership/mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation</b></li> </ul>

**Indicative evidence**

- Unit/Course outline with assessment tasks and marking criteria
- Student surveys and feedback to students on response/outcomes
- Student feedback from focus groups
- Extracts from a number of units/courses showing variety of assessment tasks
- Feedback from course coordinator on assessment tasks and student outcomes.
- Examples of innovative assessment tasks
- Examples of standards of student learning
- Data evidencing impact of assessment innovation



- Use of learning analytics
- Feedback on role in establishing moderation and standards practices
- Examples of examiner reports and/or independently moderated student work
- Peer review of course assessment and response to review
- Examples of policies, practices and their implementation
- Peer recognition of leadership role and achievements

Indicators in **Bold** up to **Lecturer B** should be considered as **minimum standards**. Indicators in **Bold above** Lecturer B should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

**Criterion 4: Developing effective environments, student support and guidance**

Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
<ul style="list-style-type: none"> <li>▪ <b>Creates effective learning environments (in classroom/ online/work placement etc.)</b></li> <li>▪ Directs students to appropriate support and services</li> <li>▪ Demonstrates respect and requires students to demonstrate respect for others</li> <li>▪ <b>For the relevant student Survey item, average or above average score for two consecutive years and in all units e.g.</b> <ul style="list-style-type: none"> <li>• The teacher treats me with respect</li> <li>• The teacher is available for consultation (e.g. email, online, face-to-face or telephone)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Creates effective learning environments (in classroom/ online/work placement etc.)</b></li> <li>▪ <b>Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling</b></li> <li>▪ <b>Demonstrates respect and requires students to demonstrate respect for others</b></li> <li>▪ Serves as a student advisor</li> <li>▪ Initiative or innovation in supporting students and creating supportive, engaging learning environments</li> <li>▪ <b>For the relevant Student Survey item, average or above average score for two consecutive years and in all units taught</b></li> </ul>	<p><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ Serves as a student advisor</li> <li>▪ <b>Demonstrates effective practice in developing learning communities</b></li> <li>▪ Initiative or innovation in supporting students and the creation of engaging learning environments</li> <li>▪ <b>Demonstrates understanding and effective practice (in curriculum and teaching) in embedding principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1<sup>st</sup> year, postgrad)</b></li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ Initiative or innovation in supporting students and the creation of engaging learning environments</li> <li>▪ Leadership role in promoting effective practices (in curriculum and teaching) that embed principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1<sup>st</sup> year, postgrad)</li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ Leads effective organisational policies and/or strategies for supporting students and developing engaging learning environments</li> <li>▪ <b>Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities</b></li> </ul>
<p><b>Indicative Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Student surveys and feedback and responses to these</li> <li>▪ Informal unsolicited student or peer feedback</li> <li>▪ Details of role and engagement in learning communities (formal or informal)</li> <li>▪ Use of learning analytics showing student engagement with student support services such as PASS and English Language Proficiency</li> </ul>				

- Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities
- Extent and participation in innovation for student engagement
- Reports evaluating the effectiveness of targeted student support interventions on student retention and progression
- Feedback from peers or students mentored
- Examples of leadership role and outcomes

Indicators in **Bold** up to **Lecturer B** should be considered as **minimum standards**. Indicators in **Bold above** Lecturer B should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

**Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning**

1: Teaching and learning research incorporated into teaching practice.

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
<ul style="list-style-type: none"> <li>▪ <b>Incorporates teaching and learning scholarship into teaching practice and curriculum development</b></li> <li>▪ Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus</li> <li>▪ <b>Engagement in professional development related to T &amp; L</b> (including engagement in teaching and learning scholarship related to discipline and/or participation in teaching and learning conferences/forums)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Incorporates teaching and learning scholarship into teaching practice and curriculum development</b></li> <li>▪ Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful)</li> <li>▪ Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus</li> <li>▪ Contribution, co-authorship or authorship of publications, presentations or workshops on teaching and learning</li> <li>▪ <b>Contribution and systematic participation in professional development</b> or disciplinary engagement in the scholarship of teaching and learning</li> </ul>	<p><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Engages in teaching and learning scholarship that demonstrates research-informed and/or contemporary teaching within or across disciplines</b></li> <li>▪ Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member)</li> <li>▪ Contributes to professional development or disciplinary engagement in the scholarship of teaching and learning at a national level (as an individual or team member)</li> <li>▪ Peer recognition at national level detailing contribution to scholarly teaching practice</li> <li>▪ Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning</li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader)</b></li> <li>▪ Leadership and contribution at (inter)national level in professional development or disciplinary engagement in the scholarship of teaching and learning</li> <li>▪ <b>Peer recognition at (inter) national level detailing contribution to scholarly teaching practice</b></li> <li>▪ <b>Mentors and supports junior colleagues in teaching and learning scholarship</b></li> <li>▪ Authorship/co-authorship and systematic publication relevant to teaching and learning</li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ <b>A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching</b></li> <li>▪ <b>Successful mentoring of others (individuals and/or teams) in the scholarship of teaching and learning</b></li> <li>▪ <b>(Inter)national peer recognition of contribution to scholarship of teaching and learning in discipline, sector, or institution</b></li> <li>▪ <b>Authorship/co-authorship and systematic publication relevant to teaching and learning</b></li> </ul>

**Indicative Evidence**

- Excerpts from unit/course materials demonstrating incorporation of current T & L research into teaching activities
- Details of grants and awards (successful and unsuccessful) and outcomes
- Details of conferences and presentations
- Copies of publications and details of contribution and impact
- References and letters from peers
- Details of mentoring roles and outcomes
- Details of leadership roles and contribution confirmation by peers
- Impact of projects, grants and other initiatives for the university or (inter)nationally
- TEQSA, OLT recognition as assessor or expert

Indicators in **Bold** up to **Lecturer B** should be considered as **minimum standards**. Indicators in **Bold above** Lecturer B should be considered as key signals to build a case for promotion where the contribution is in Teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

**Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning**

2: Inclusion of discipline based research in the curriculum and engagement of students in pedagogically sound discipline based research.

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
<ul style="list-style-type: none"> <li>▪ Use of current disciplinary research in curriculum and teaching activities</li> <li>▪ Peer review of unit/course content by recognised expert within the university</li> <li>▪ <b>Develops learning activities/unit/course work that supports student engagement in research</b></li> <li>▪ Develops student understanding of the research culture and research skills of the discipline</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use of current disciplinary research in curriculum and teaching activities</b></li> <li>▪ Peer review of unit content by expert external to the university and confirmed by unit/course coordinator</li> <li>▪ Successful supervision of postgraduate students to completion</li> <li>▪ <b>Develops learning activities/unit/course work that supports student engagement in research</b></li> <li>▪ <b>Develops student understanding of the research culture and research skills of the discipline</b></li> <li>▪ <b>Contribution to the development of curriculum incorporating recent research across a unit/course/program</b></li> </ul>	<p><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Leadership at a university level, in the development of curriculum that incorporates or engages students in disciplinary research</b></li> <li>▪ Peer review of teaching materials that demonstrate engagement with the teaching/research nexus</li> <li>▪ <b>Successful supervision of postgraduate students to completion</b></li> <li>▪ Invitations to contribute to disciplinary teaching in other units, courses or universities</li> <li>▪ Leadership role/involvement in committees within university and nationally</li> <li>▪ Coordination of higher degree programs</li> <li>▪ Initiatives involving students in pedagogically sound research programs or projects</li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Coordination of higher degree programs</b></li> <li>▪ Invitations to contribute to disciplinary teaching in other units/courses or universities</li> <li>▪ Leadership role/involvement in committees within university, nationally and internationally</li> <li>▪ <b>Initiatives involving students in research programs/projects</b></li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Establishes effective organisational policies and/or strategies in curriculum development using current discipline based research</b></li> <li>▪ <b>Leadership in the development of curriculum/discipline within the relevant discipline at university and/or (inter)national level</b></li> <li>▪ Membership on school/disciplinary review and advisory committees in university and sector</li> <li>▪ <b>Sustained leadership in initiatives involving students in pedagogically sound research programs/projects</b></li> </ul>

**Indicative Evidence**

- Excerpts from unit/course materials demonstrating the incorporation of current disciplinary research or the inclusion of research orientated tasks
- Student surveys and feedback
- Student participation in conferences, presentation of papers and/or publishing
- Number of students progressing to research degrees
- Number of postgraduate students supervised to completion, grades and time to completion
- Number of students in academic/research positions following graduation
- Peer review recognising role and contribution
- Receipt of prizes or awards by students supervised
- Peer review reports related to teaching/curriculum materials
- Adoption of teaching/curriculum materials by others
- Letters of reference from peers or invitations indication standing in discipline
- Assessor reports
- Details of leadership roles, duration, achievements

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**Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning**

3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum.

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
<ul style="list-style-type: none"> <li>▪ Use of authentic case studies, integration of industry experience and/or partnerships in teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use of authentic case studies, integration of industry experience and/or partnerships in teaching</b></li> <li>▪ Understands and implements practices to ensure that industry experience and/or partnerships benefit student learning e.g.                             <ul style="list-style-type: none"> <li>• Work-based programs have clear educational expectations</li> <li>• Induction and preparation of students prior to their work-based experience is effective</li> <li>• Structured, critically reflective, self and peer learning processes are established for students during and after work-based learning placements</li> </ul> </li> <li>▪ Effective preparation and support of industry partners involved in work based practice and supervision of students, e.g.</li> </ul>	<p><b>Meets the requirements for Level B and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Coordination of discipline / program based programs in work-based learning</b></li> <li>▪ Uses a variety of sources to monitor, evaluate and improve the integration of industry experience and/or partnerships in teaching</li> <li>▪ <b>Develops and maintains mature and robust relationships with industry partners/shows commitment to mutual benefit</b></li> <li>▪ Innovation in practice and assessment related to WIL e.g. use of technology to enhance placements</li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Industry/ professional peer recognition</b></li> <li>▪ <b>Sustained innovation in practice and assessment related to WIL</b></li> <li>▪ Establishes effective organisational policies and/or integrating work-based practice</li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <ul style="list-style-type: none"> <li>▪ <b>Establishes and maintains effective organisational policies and/or strategies on integrating work-based practice</b></li> <li>▪ <b>Sustained leadership in work-based, professional practice at discipline and /or (inter)national level</b></li> <li>▪ <b>Sustained industry/ professional peer recognition</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Familiarises industry partners/supervisory staff with students' prior learning</li> <li>• Provides induction/professional development for industry partners/supervisory staff e.g. development of leadership capabilities</li> <li>• Includes all stakeholders in communication, development and innovation</li> <li>▪ Consults with industry to identify and align teaching and curriculum with desired graduate attributes, technical skills and knowledge</li> </ul>			
<p><b>Indicative Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Excerpts from Unit/Course materials demonstrating the integration of case studies and/or industry experience</li> <li>▪ Feedback from students on experience</li> <li>▪ Extent of participation by students, industry</li> <li>▪ Letters or surveys of industry satisfaction on preparation of students for practice</li> <li>▪ Peer review of professional /authentic experience</li> <li>▪ Invitations to work with industry, letters of support from industry</li> <li>▪ Feedback from industry partners indicating alignment between industry requirements and learning outcomes</li> <li>▪ Feedback from industry partners indicating the efficacy of programs in preparing graduates for professional practice</li> </ul>				

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**Criterion 6: Evaluation of practice and continuing professional development**

<b>Lecturer (A)</b>	<b>Lecturer (B)</b>	<b>Senior Lecturer (C)</b>	<b>Associate Professor (D)</b>	<b>Professor (E)</b>
<ul style="list-style-type: none"> <li>▪ Engages in professional development activities related to teaching and learning</li> <li>▪ Participation in teaching related professional development (e.g. induction program)</li>   <li>▪ Self-evaluation leading to changes in teaching practice</li> <li>▪ Student and peer feedback is used to enhance teaching practice</li> <li>▪ For relevant student survey items, average or above average scores for two consecutive years and in all units taught e.g. <ul style="list-style-type: none"> <li>• Overall, the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Systematic participation in teaching related professional development activities</li> <li>▪ Successful completion of Foundation of University Teaching program (or equivalent)</li> <li>▪ Completion of HDR supervision training</li> <li>▪ Undertaking a Grad Cert in Teaching</li> <li>▪ Membership of disciplinary teaching network (internal, eg T &amp; L network, external eg, HERDSA, OLT)</li> <li>▪ Attendance, participation in teaching and learning related conferences.</li>   <li>▪ Self-evaluation leading to changes in teaching practice and student outcomes</li> <li>▪ Student and peer feedback is used to enhance teaching practice</li> <li>▪ Average or above average score for two consecutive years and in all Units</li> </ul>	<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> <li>▪ Contribution and participation in professional development activities in university, discipline, faculty</li> <li>▪ Completion of a Grad Cert in Teaching</li> <li>▪ Mentoring and peer review of colleagues in teaching</li> <li>▪ Presentation at (peer reviewed) teaching and learning related conferences</li> </ul> <ul style="list-style-type: none"> <li>▪ Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meets the requirements for Level C and</li> <li>▪ Leadership and contribution in the provision of professional development of others</li> <li>▪ Mentoring and peer review of colleagues in teaching</li> <li>▪ Completion of a Grad Cert in Teaching</li> <li>▪ Evidence of a sustained and successful commitment to and engagement in, continuing professional development related to academic, institutional and/or other professional practice</li>   <li>▪ Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc.</li> <li>▪ Average or above average score for four consecutive years in all Unit/Courses taught in student surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meets the requirements for Level D and</li> <li>▪ Sustained and successful commitment to and engagement in continuing professional development related to academic, institutional and/or other professional practice at (inter)national level</li> <li>▪ Contributes to and/or leads professional development courses</li>   <li>▪ Establishing effective organisational policies and/or strategies in supporting and promoting others (e.g. through mentoring, coaching) in evaluation of teaching</li> <li>▪ National impact and peer recognition</li> </ul>

tutor/teacher effectively supports my learning	<b>taught in student surveys.</b>			
<b>Indicative Evidence</b> <ul style="list-style-type: none"> <li>▪ Student surveys, comments and feedback</li> <li>▪ Peer review on a range of dimensions of teaching</li> <li>▪ Mapping achievements and experience to professional standards frameworks</li> <li>▪ Application for teaching fellowship (HERDSA, HEA)</li> <li>▪ Certificates/ transcripts of professional development undertaken, duration, changes made as a consequence</li> <li>▪ Details and examples of the impact of the change in practice, evidence of changes in student, peer evaluation</li> <li>▪ Details of contribution to the professional development, mentoring of others, and outcomes</li> <li>▪ Invitations to present keynote at T &amp; L and disciplinary conferences</li> <li>▪ Teaching Portfolio demonstrating reflective practice</li> <li>▪ Examples of leadership contribution in professional development and evaluation</li> </ul>				

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**Criterion 7: Professional and personal effectiveness**

<b>Lecturer (A)</b>	<b>Lecturer (B)</b>	<b>Senior Lecturer (C)</b>	<b>Associate Professor (D)</b>	<b>Professor (E)</b>
<b>Professional qualities</b>				
<p><b>Is aware of and consciously developing professional qualities listed under level B</b></p>	<p><b>Demonstrates progress towards the majority of the professional qualities of:</b></p> <ul style="list-style-type: none"> <li>▪ Taking ownership and management of teaching role</li> <li>▪ Demonstrating effective preparation and prioritisation</li> <li>▪ Demonstrating commitment to continuing professional development in discipline and T &amp; L</li> <li>▪ Responding positively to opportunities and new approaches</li> <li>▪ Communicating effectively in both formal and informal contexts</li> <li>▪ Application of professional ethical practices in work and in teaching contexts</li> </ul>	<p><b>Demonstrates attainment of the professional qualities listed in Level B and</b></p> <p><b>Demonstrates progress of further professional qualities of:</b></p> <ul style="list-style-type: none"> <li>▪ Contributing positively in membership (and leadership) role(s) in teaching teams and committees etc.</li> <li>▪ Building relationships, being approachable and interacting constructively with others, managing expectations and resolving conflict</li> </ul>	<p><b>Meets the requirements for Level C and</b></p> <p><b>Demonstrates further professional qualities such as:</b></p> <ul style="list-style-type: none"> <li>▪ Engaging in proactive mentorship and support of students, junior colleagues and peers to develop professional qualities</li> <li>▪ Supervising, mentoring and developing the potential of less experienced teachers and colleagues through support and advice</li> </ul>	<p><b>Meets the requirements for Level D and</b></p> <p><b>Demonstrates further professional qualities such as:</b></p> <ul style="list-style-type: none"> <li>▪ Proactive sustained leadership and contribution to the development of professional qualities at the university, sector/disciplinary and/or (inter)national</li> <li>▪ Building and sustaining collaborative relationships and working proactively to create and develop capacity of a range of stakeholders</li> </ul>
<b>Personal qualities</b>				
<p><b>Is aware of and consciously developing personal qualities listed under level B</b></p>	<p><b>Demonstrates progress towards developing personal qualities of:</b></p> <ul style="list-style-type: none"> <li>▪ Approaching teaching with enthusiasm, passion</li> </ul>	<p><b>Demonstrates attainment of the personal qualities listed in Level B</b></p>	<p><b>Meets the requirements for Level C and</b></p> <p><b>Demonstrates further personal qualities such as:</b></p>	<p><b>Meets the requirements for Level D and</b></p> <p><b>Demonstrates further personal qualities such as:</b></p>

<p><b>Average or above average scores for two consecutive years and in all units taught for relevant items in student survey e.g.</b></p> <ul style="list-style-type: none"> <li>The teacher demonstrates enthusiasm in teaching the unit</li> </ul>	<p>and confidence</p> <ul style="list-style-type: none"> <li>Demonstrating resilience and perseverance in the face of obstacles</li> <li>Demonstrating time management of self and work to ensure others are not delayed in their work</li> <li>Demonstrating self-reflective evaluation of practices and relationships</li> <li>Demonstrating commitment and interest in students and their learning</li> </ul>		<ul style="list-style-type: none"> <li>Proactive and effective mentorship and support of students, junior colleagues and peers to develop personal qualities</li> </ul>	<ul style="list-style-type: none"> <li>Building and sustaining proactive and effective collaborative relationships and working proactively to create and develop capacity of a range of stakeholders</li> </ul>
<p><b>Indicative Evidence</b></p> <ul style="list-style-type: none"> <li>360 degree leadership feedback</li> <li>Team and program awards</li> <li>Committee contribution</li> <li>Collaborative teaching and learning grants, publications</li> <li>Industry, professional awards/recognition</li> <li>Details of mentoring roles and outcomes</li> <li>Feedback from staff mentored</li> <li>Details of leadership roles and confirmation of contribution from peers</li> <li>Letters of reference and/or thanks</li> </ul>				

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# Appendix B | Quick guide to using the Australian University Teaching Criteria and Standards Framework

(Submitted separately as PDF)