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Criteria and Standards of Quality Teaching in Australia

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Abstract

Current literature is unequivocal in its support of the need to recognise the importance of the teaching role in academic work. However, while there has been substantial research undertaken as to what constitutes excellence in university teaching, there has been little common agreement in the way quality teaching is described or agreement on the criteria or performance expectations and standards for each academic level. The *Australian University Teaching Criteria and Standards Framework* has been developed to provide a practical and flexible guide for universities and their academic staff to clarify what constitutes quality teaching and how it can be evidenced. The framework is underpinned by carefully researched definitions and principles of quality teaching. These definitions and principles are expressed through seven criteria. For each criterion, the framework suggests performance standards and offers examples of practice and sources of evidence that academics can use to demonstrate their level of achievement. The organising principle of the framework is alignment with academic appointment and promotional levels. The framework has been developed with the explicit aim of acknowledging and elevating the role and status of teaching. It is designed to be flexible and adaptable to the requirements of individual institutions. The framework has been used in many universities as a catalyst for determining expectations of teaching staff and the quality of their teaching for performance review and promotion.

This round table seminar will invite participants to examine the framework in the context of their own institution's current teaching criteria and standards, and to discuss the processes by which quality teaching outcomes may be identified and promoted. The discussion will also include the contested and controversial aspects of setting quality teaching standards in higher education and suggest methods by which these challenges may be overcome.