Criteria and Standards of Quality Teaching in Australia
A strategic priority initiative of the OLT

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Teaching Criteria and Standards Framework

• Practical, flexible guide

• Underpinned by principles of quality teaching

• Seven criteria, each with:
  - examples of practice
  - indicative expectations of performance
  - sources of evidence

• Alignment with academic appointment and promotional levels

• Indicative standards for promotional levels A – E
Indicative criteria

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students
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
## Criterion 6. Evaluation of practice and continuing professional development

### Indicative Standards

<table>
<thead>
<tr>
<th>Lecturer (A)</th>
<th>Lecturer (B)</th>
<th>Senior Lecturer (C)</th>
<th>Associate Professor (D)</th>
<th>Professor (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in teaching related professional development</td>
<td>Systematic participation in teaching related professional development</td>
<td>Contribution and participation in professional development activities in discipline, faculty, university</td>
<td>Evidence of leadership and contribution in the provision of professional development of others</td>
<td>A sustained and successful commitment to and engagement in continuing professional development related to academic, institutional and/or other professional practice at inter/national level</td>
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<tr>
<td>Successful completion of Foundation of University Teaching program</td>
<td></td>
<td>Completion of a Grad. Cert.</td>
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<tr>
<td>Completion HDR supervision training</td>
<td></td>
<td>Mentoring and peer review of colleagues in teaching</td>
<td></td>
<td>Leadership and mentoring at inter/national level</td>
</tr>
</tbody>
</table>
Criterion 6. Evaluation of practice and continuing professional development

Indicative Evidence

- Evidence that student and peer feedback is used to enhance teaching practice
- Record of completion of teaching programs, e.g. Grad. Cert, HDR training etc.
- Reports/evidence of successful achievement in roles such as mentor, peer review, chair of committee etc.
- National impact and peer recognition from institution, discipline, sector
- Evidence of contribution and role from PD programs
I am particularly impressed with Giuseppe’s commitment to help colleagues and see teaching improved within and beyond the discipline. Examples would be his willingness to engage in peer review…

Prof Mark Freeman about Giuseppe Carabetta, University of Sydney

I have found that it is often the ‘little’ things that have a big impact – for example, the use of student names. From the first lecture, I aim to get to know students personally…

Dr Debra Bath, Griffith University

Allan’s lectures are always really engaging…great use of media and interaction…great rapport!

Student about Dr Alan Stirling, Bond University

Personal reflection

Peer review

Resources & support

Student Feedback
Using the Framework

• A tool for universities to clarify expectations and set indicative standards for teaching criteria
• Customised by each university
• Indicators highlighted in bold suggested as minimum standards for each criterion and link to subsequent levels
• Setting standards or evidence requires consultation within each university (discipline?)
• The layout can be adjusted to the requirements of individual institutions.
Participating in AUTCAS

Also involved in TPP
Participating in AUTCAS

Also involved in TPP
Aligning Institutional Criteria and Evidence

Participating in AUTCAS

Also involved in TPP
Exploring Implications for Dual Sector Institution

Participating in AUTCAS

Also involved in TPP
Project extension - Implementation phase

• Intended outcomes
  • To embed teaching quality criteria in probation, promotion, review, and professional development processes in a range of universities
  • To share understanding of successful processes for achieving implementation in diverse universities

1\textsuperscript{st} Workshop (May)

Ongoing support

2\textsuperscript{nd} Workshop (Sept/Oct)

Case study development
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.

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.

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.
More information

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