

# 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

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
Participation in teaching related professional development	Systematic participation in teaching related professional development	Contribution and participation in professional development activities in discipline, faculty, university	Evidence of leadership and contribution in the provision of professional development of others	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
	<b>Successful completion of Foundation of University Teaching program</b>	Completion of a Grad. Cert.		
	<b>Completion HDR supervision training</b>		Mentoring and peer review of colleagues in teaching	Leadership and mentoring at inter/national level

# 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

# Resources & support

## Personal reflection

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**

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**

## Peer review

## Student Feedback

Allan's lectures are always really engaging... great use of media and interaction...great rapport!

**Student about Dr Alan Stirling, Bond University**

# 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 Universities



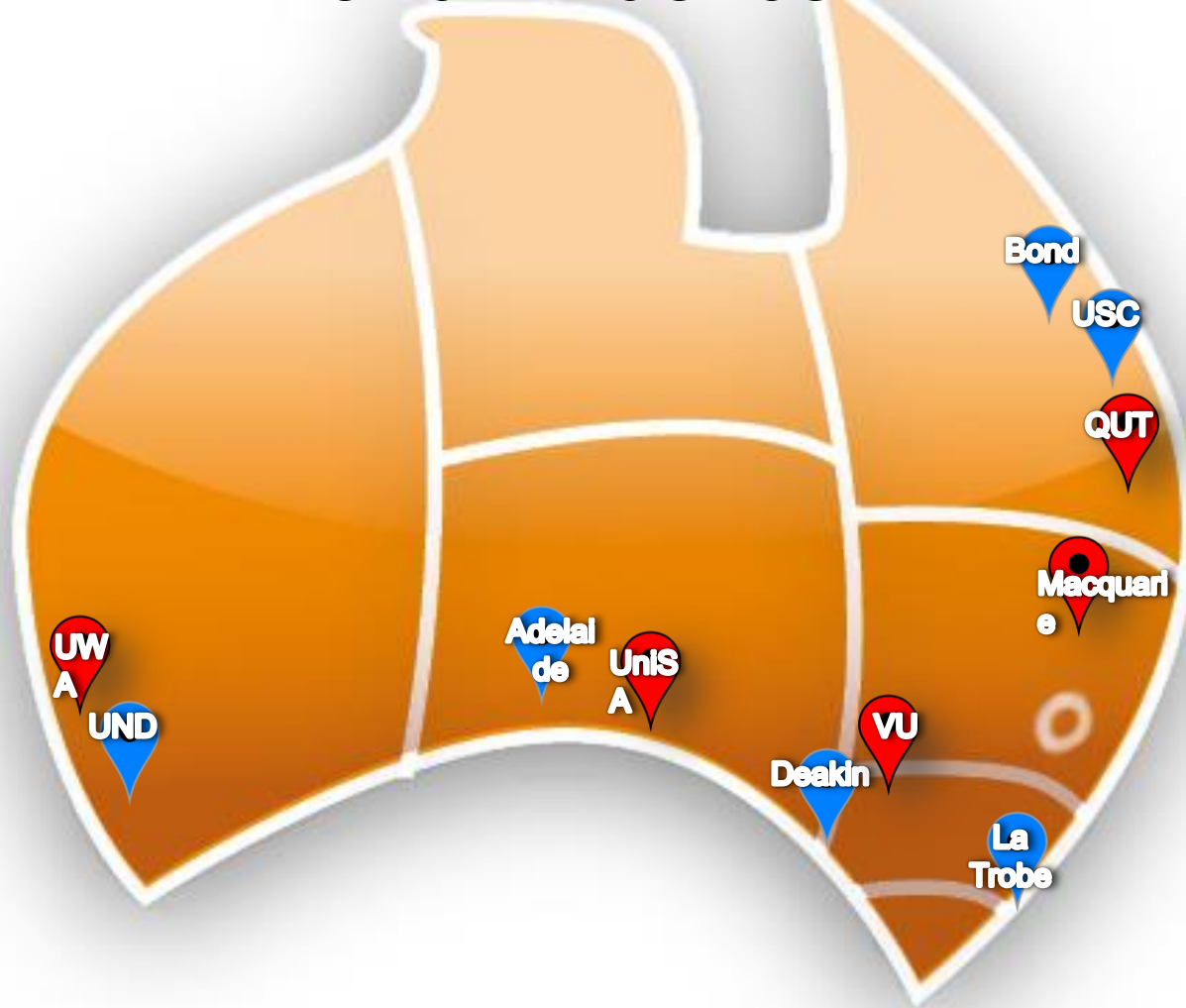
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# Reviewing Institutional Criteria and Evidence

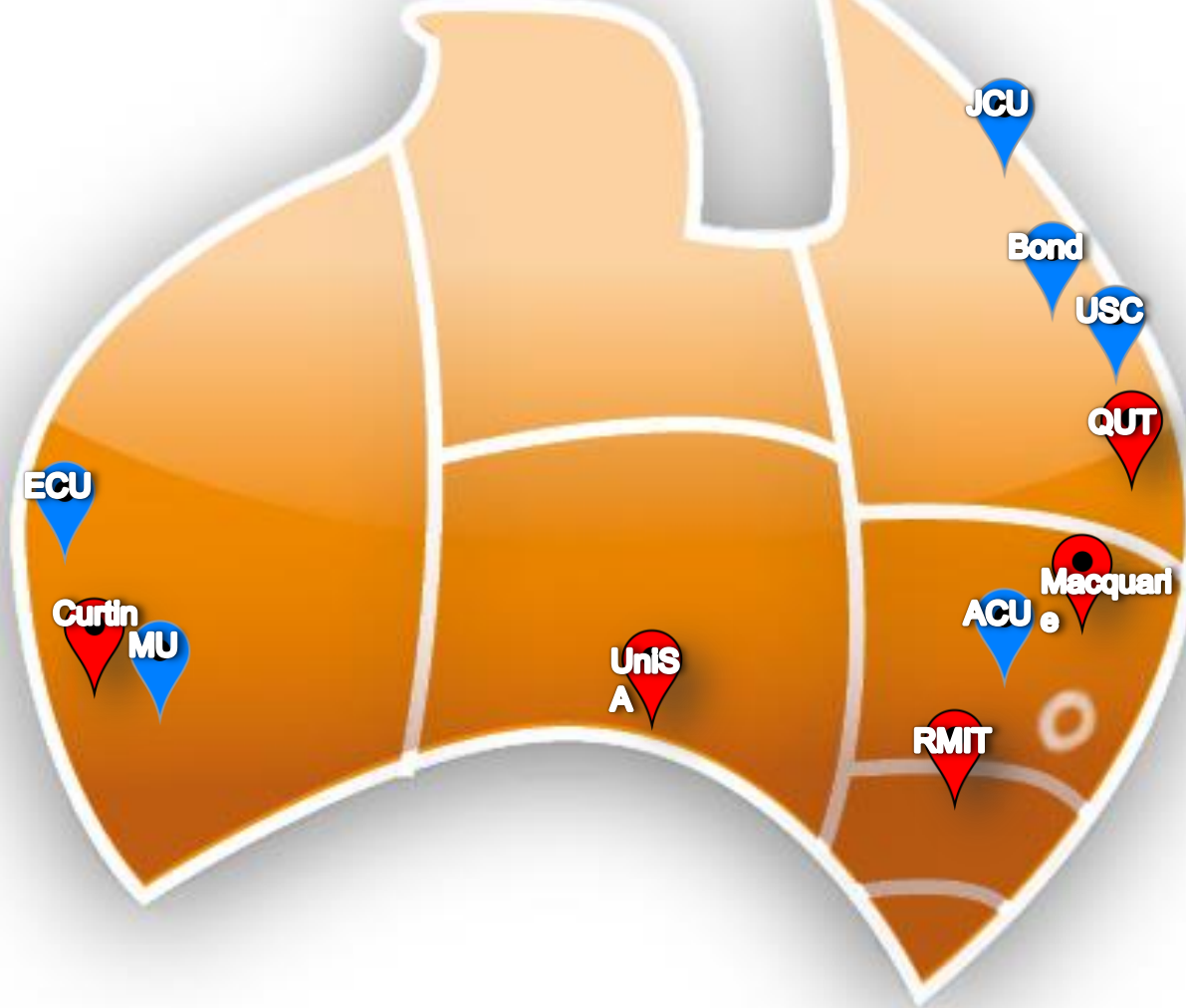


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# Aligning Institutional Criteria and Evidence

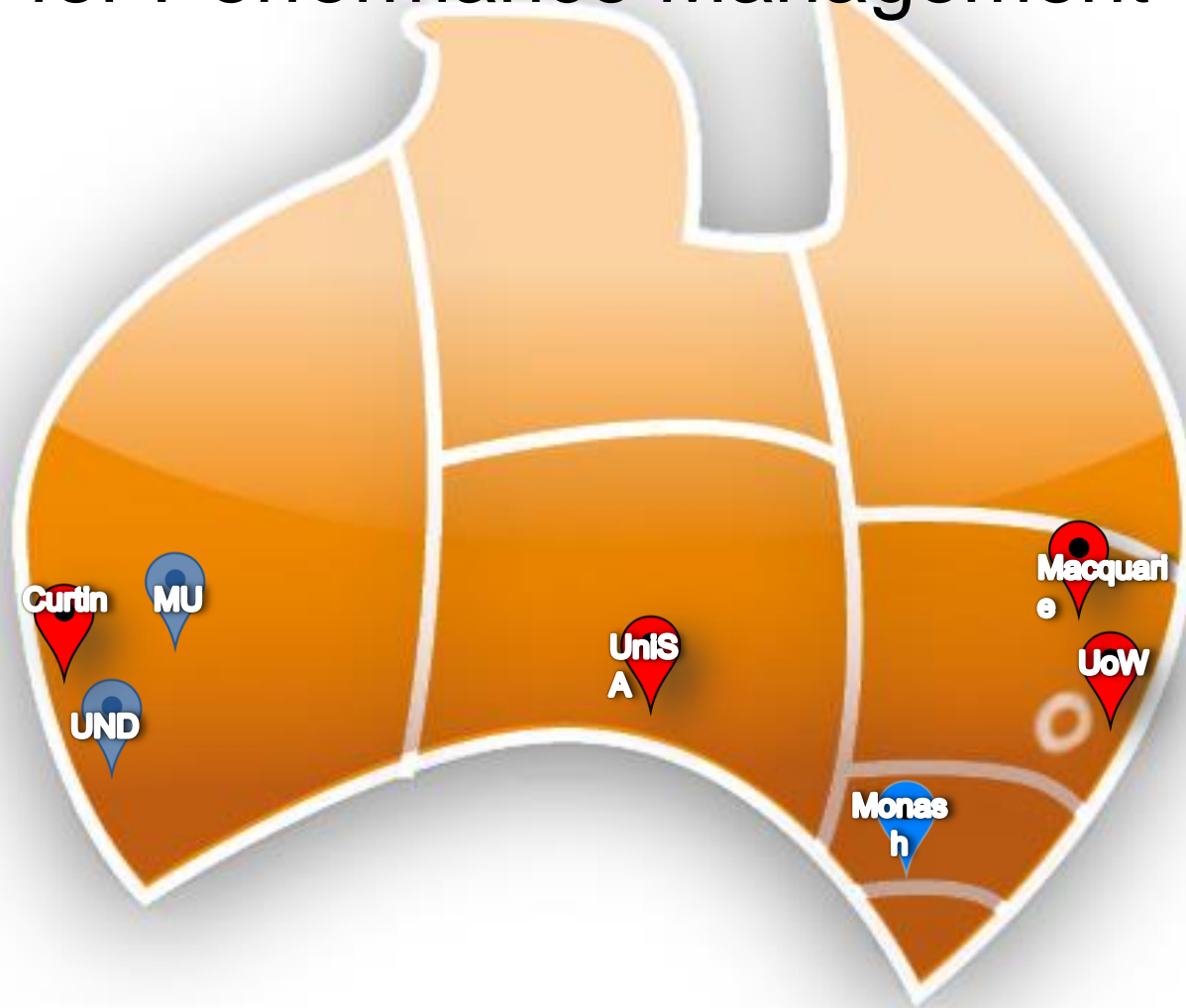


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# Institutional Criteria and Evidence for Performance Management



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# Exploring Implications for Dual Sector Institution



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# 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<sup>st</sup> Workshop (May)

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graph TD; A[1st Workshop (May)] --> B[Ongoing support]; B --> C[2nd Workshop (Sept/Oct)]; C --> D[Case study development];
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Ongoing support

2<sup>nd</sup> Workshop (Sept/Oct)

Case study development

REWARD BENCHMARK  
PRINCIPLES  
RECOGNITION REWARD  
QUALITY TEACHI

## 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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# More information

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