

Recognition

Professionalisation of the Academic Workforce Project
Benchmarks Quality Teaching
Reward Principles Career Pathways Performance standards
Policies and practices
Staff development

Quick Guide to using the Australian University Teaching Criteria and Standards framework

What is the *Australian University Teaching Criteria and Standards* framework?

The framework is intended as a practical, flexible guide to assist a range of higher education institutions and their academic staff to clarify what constitutes quality teaching at university level. 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 provides examples of practice and concludes with clearly stated expectations of levels of performance with suggested sources of evidence academics can use to demonstrate that they meet the expected performance standard. The organising principle of the framework is alignment with academic appointment and promotional levels. The framework offers examples of evidence and suggests indicative standards of achievement for each of the promotional levels A – E.

Why do we need an *Australian University Teaching Criteria and Standards* framework?

While there has been substantial research undertaken on what constitutes excellent teaching in higher education there remains a lack of a commonly understood framework describing criteria and standards for university teaching. Given the significant changes in the Australian higher education environment which includes an increasingly diverse student and staff population, a new regulatory and accreditation framework and the growing imperative to demonstrate quality in teaching in the international marketplace, it is timely to address this omission.

How was the *Australian University Teaching Criteria and Standards* framework developed?

The framework was developed through the following process:

- A careful analysis of the literature on quality teaching was undertaken
- The findings of the literature review combined with referencing to the UK Higher Education Authority (HEA) professional standards framework and scans of the Australian, New Zealand and selected US teaching criteria, informed the clarification of the seven teaching criteria
- Extensive research was undertaken to locate the best examples of quality teaching. These examples have been linked to the framework to demonstrate ways in which evidence can be presented
- The framework underwent several drafts. Each draft was trialled and feedback informed the next iteration

- The framework has been trialled in five Western Australian universities and selected Australian universities as a means of quality control. A number of DVCA's and academics in a wide variety of Australian and NZ universities have provided feedback and comments
- In concert with the trial process, the project findings and framework have been presented at a number of Teaching and Learning conferences and events throughout the year
- The project has been presented at the CADAD meetings of 2013

What is the structure of the Australian University Teaching Criteria and Standards framework?

The framework has been designed as a matrix. For each criterion, the matrix suggests indicative 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. More substantial evidence is expected of staff as they move up career levels. The framework structure (figure 1); examples of indicative standards (figure 2); and examples of indicative evidence (figure 3) for criterion six are illustrated at right.

The framework is also available as a web-based resource, that enables users to quickly and easily view the indicative standards and evidence by criteria or promotional level and to follow links to locate specific examples of how that evidence might be presented and related resources and guides to good practice.

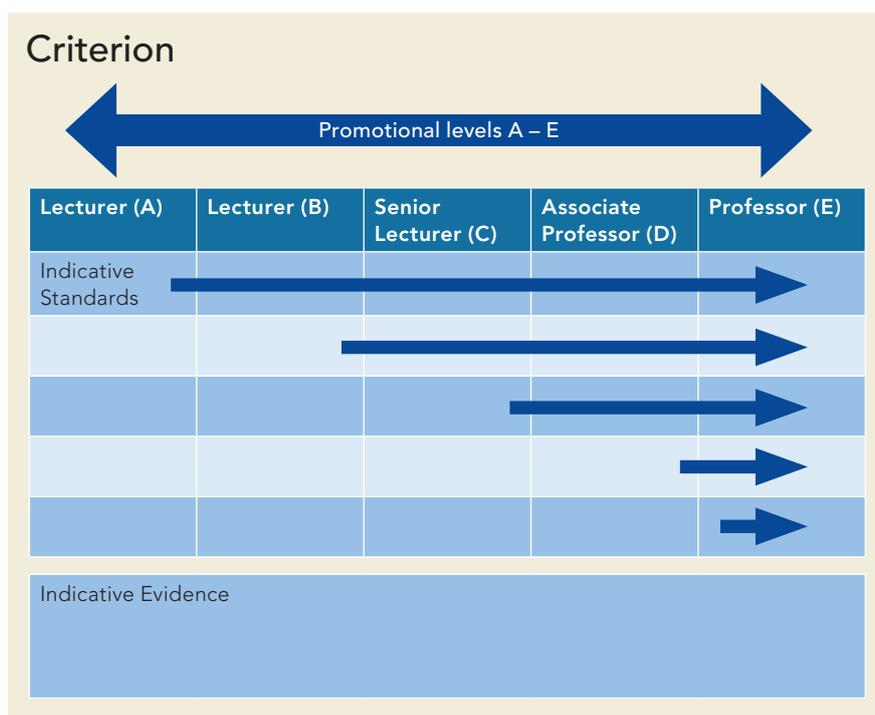


Figure 1. Illustration of the framework structure/organisation

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
	Successful completion of Foundation of University Teaching program	Completion of a Grad. Cert.		
	Completion of HDR supervision training		Mentoring and peer review of colleagues in teaching	Leadership and mentoring at inter/national level

Figure 2. Examples of indicative standards across promotional levels for Criterion 6

Indicative Evidence
<ul style="list-style-type: none"> • Evidence that student and peer feedback is used to enhance teaching practice • Record of completion of teaching programs, Grad. Cert. 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

Figure 3. Examples of indicative evidence for Criterion 6

How can the *Australian University Teaching Criteria and Standards* framework be used?

Universities may use the framework as a facilitative tool to clarify their expectations and set indicative standards for teaching criteria for performance review and promotion. In using their own framework it may be helpful to consider the following:

- The framework is representative of Australian and New Zealand universities' indicator and evidence requirements and has been referenced to the UK professional standards framework. The criteria and indicators listed under each promotional level can be contested and discussed within each university
- Some indicators are highlighted in bold – and these are indicatively set as minimum standards for each criterion. These serve as minimum expectations for subsequent levels
- The minimum standard is level B for all staff for promotion (research and teaching, teaching focused and research focused). A university may wish to set Level C as the minimum standard
- The indicators made bold have been highlighted for illustrative purposes to show that a university or faculty may require a particular standard, or source of evidence be provided. It may be that some universities would not require any single standard, or might set more required items. To identify standards or evidence in a particular university context would require a process of consultation

within each university and perhaps within disciplines to determine the expectations relevant to that university/ discipline. The university might set some standards as requirements across the university, and allow disciplines to set some additional ones to reflect their specific context

- The layout is flexible and may be tailored to the requirements of individual institutions. The framework can be assembled in any desirable format. Please note that the framework has been presented in its current format to demonstrate the progression of expectations for the various levels for the teaching component of academic work

What did the trial teams report about the usefulness of the *Australian University Teaching Criteria and Standards* framework?

The framework has made a significant contribution to scholarly conversation around standards and evidence based performance measures in universities where it has been trialled. It has also generated high levels of interest from a variety of participants engaged in the project's dissemination process.

Where can I get more information?

All of the materials outlined above and further information is available on the project website:

www.uniteachingcriteria.edu.au

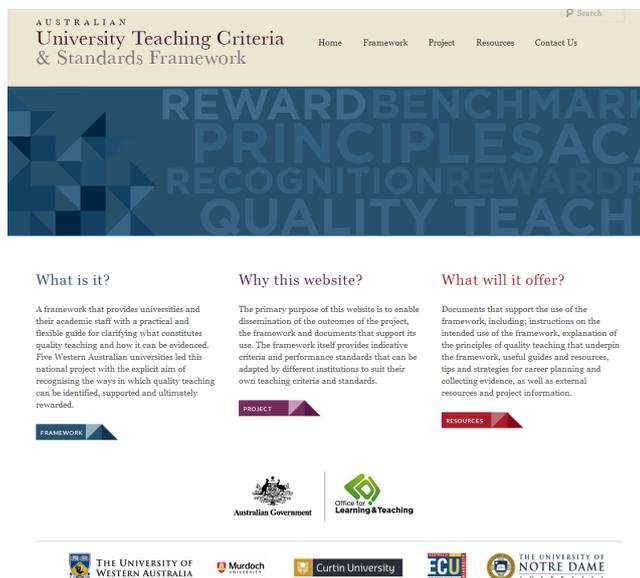
denise.chalmers@uwa.edu.au

r.cummings@murdoch.edu.au

Using the Website

The website has been designed for use by individuals and universities. The site is divided into three sections:

1. The framework
2. The project
3. Other resources



On the website you will find:

- The Framework, which can be viewed or downloaded in two formats (arranged by criteria or by promotional level)
- Instructions for institutions and individuals on the proposed uses 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
- Performance and career planning overview and descriptors for each of the promotional levels
- A guide to collecting evidence and the development of a teaching portfolio
- A review of the literature on quality teaching
- Links to related projects
- Information about the project and project team
- The project and evaluator's reports



Embedding the Framework in Australian Universities

The project team, with support from the Office for Learning and Teaching, has designed an implementation program to support institutions across Australia to develop their own teaching criteria and standards, and to embed these in institutional processes such as recruitment, probation, staff review, staff development and promotion.

Two workshops are being held in each of the following locations: Perth, Adelaide, Melbourne, Sydney and Brisbane. The first workshop focuses on each institution's context and the development of its own teaching criteria. The second workshop focuses on identifying successful strategies for embedding those teaching criteria and standards into institutional policy and processes. The project team communicates with university teams at regular intervals to support sustained progress. Participating universities have been invited to share their implementation experience and lessons learnt at the end of the project. Case studies and good practice recommendations for use and implementation of the framework will be made available on the project website.

Key Steps in the Process

1. Identifying the area of focus
2. Describing current practice at your institution
3. Scoping of your university's context and political imperative
4. Sourcing existing documents and policies and identifying key stakeholders and organisational structures (promotions committee, academic board, etc.)
5. Confirming existing institutional teaching criteria
6. Drafting institutional expectations of practice and standards
7. Identifying policy implications and determining the best approach for embedding criteria and standards into policy and practice. Reviewing existing policy documents and identifying inconsistencies and gaps
8. Identifying and engaging key stakeholders
9. Developing a strategy for engagement and implementation
10. Evaluating what has been achieved
11. Assessing the next steps: What else must be done to ensure quality teaching is embedded in practice?
12. Documenting anticipated and unanticipated outcomes