



Australian University Teaching Criteria and Standards Project Extension

Final report 2015

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Evaluator

Dr Paul Chesterton

Non-Partner Institutions that Participated in Workshops

Australian Catholic University
Bond University
Charles Darwin University
Deakin University
Federation University Australia
James Cook University
La Trobe University
Macquarie University
Monash University
Queensland University of Technology
Royal Melbourne Institute of Technology
The University of Adelaide
University of South Australia
University of the Sunshine Coast
University of Wollongong
Victoria University

Council of Australian Directors of Academic Development

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

AUTCAS	Australian University Teaching Criteria and Standards
CADAD	Council of Australian Directors of Academic Development
DVC	Deputy Vice-Chancellor
DVC(A)	Deputy Vice-Chancellor (Academic)
HEA	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 (AUTCAS) project extension. The strategic goal of the project extension was to promote a shift in university culture and to lift the profile of teaching and learning through building on the achievements of the original project that produced the AUTCAS Framework. This was achieved through design and delivery of an implementation project to assist universities to develop, align and embed quality teaching criteria and standards into their institutional processes. The project was conducted over a 12 month period commencing in March 2014 and concluding in March 2015.

One of the strengths of the extension project has been the continuation of the original team jointly led by Professors Denise Chalmers (The University of Western Australia) and Rick Cummings (Murdoch University), with representation from all five Western Australian universities. 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 teaching and learning colleagues in over 20 universities in Australia. International interest in the project continues to grow.

The key intended outcome of the project was to assist universities in reviewing their policy and practice around teaching quality and recognition. Participating universities were invited to attend a series of two workshops structured around a 12 stage process for reviewing and developing their universities' policy and practices for the implementation of quality teaching criteria. The 12 stage implementation process, case studies from participating universities, and four key factors for successful implementation of teaching criteria and standards, have been shared through the project website (www.uniteachingcriteria.edu.au).

The AUTCAS framework was developed as a flexible, practical guide for institutions to customise to suit their individual values, criteria and context. Likewise, the implementation program was designed to provide institutions with a flexible structure and support to guide the development of their own policy and processes. The 21 universities involved in the project extension approached the development and implementation of teaching criteria in a variety of ways, reflecting the diversity of the institutions involved. However, four key factors of importance to successful implementation were identified: communication and consultation; leadership and timeliness; alignment and consistency; and evidence of practice (for a full description see Appendix B).

The project team recommends that the momentum generated through this initiative be maintained to sustain the high level of interest and conversation around quality teaching. Planned post-project activities include: reports and ongoing activities generated through CADAD; an OLT fellowship focussed on expanding engagement with universities and other national and international organisations; adaptation of the AUTCAS framework with a group of universities in Malaysia, and publications in relevant, peer-reviewed journals. Members of the project team will continue to liaise with and encourage interest from universities and other higher education providers.

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Chapter 1 Project Overview

The Australian University Teaching Criteria and Standards framework has been developed through extensive review of the literature and current practices in Australian universities and consultation across the higher education sector (www.uniteachingcriteria.edu.au). The framework has been widely disseminated at events across Australia and trialled in the five Western Australian partner universities involved in the project; The University of Western Australia, Murdoch University, Edith Cowan University, Curtin University and The University of Notre Dame Australia. The framework has been well received as timely and appropriate at a range of dissemination activities and numerous universities have expressed interest in developing the framework within their institution.

In response to this interest, the project team, with funding support from the Office for Learning and Teaching, designed an implementation program to support institutions across Australia to develop their own teaching criteria and standards, and to embed those criteria and standards into institutional processes such as recruitment, probation, staff review/development and promotion.

Participating universities were invited to attend a series of two workshops in Perth, Adelaide, Melbourne, Sydney or Brisbane. At the first workshop participants were introduced to the AUTCAS framework and provided with a structure by which to build their universities' processes and practices for the implementation of quality teaching criteria and review. At the second workshop, participants shared the key challenges, outcomes (anticipated and unanticipated), and strategies that worked best for their institution. In addition to the workshops, the project team communicated with teams at regular intervals to support sustained progress. Participating universities were invited to share their implementation experience and lessons learnt with the sector at the end of the project. The 12 stage implementation process and case studies from participating universities have been shared through the project website (www.uniteachingcriteria.edu.au). Four key factors of importance to the successful implementation of quality teaching criteria and standards were also identified through analysis of the case studies and experiences of the project team (Appendix B).

This project complements and supports the work of the OLT's 'Transforming Practice Program' (TPP) <http://www.olt.gov.au/secondment-crookes> .

Chapter 2 Project Extension Activities

Workshop 1

Overview

Regionally based workshops were held in Perth, Adelaide, Melbourne, Sydney, and Brisbane in May 2014.

The purpose of the first workshop was to introduce the Australian University Teaching Criteria and Standards (AUTCAS) framework to participants and to provide a structure by which universities could build their individual program for the implementation and review of quality teaching criteria.

The workshops were designed to:

- Provide information about the AUTCAS project
- Suggest a process of implementation through use of a scaffolded key stage template (see Appendix C for the 12 key stages)
- Provide case study examples of the implementation process from project partner universities
- Provide a workshop environment in which university teams (comprised of Human Resources, policy, academic and promotion committee representatives) could work together to assess and plan their own priorities and implementation process
- Provide support and feedback for ongoing development

Workshop Participation

- 21 universities participated in the first round of workshops
- Another three universities planned to participate but withdrew citing other commitments/illness. These universities were invited to consult with the project team independently through phone and Skype meetings.

Figure 1. Summary of participation: workshop one

Perth May 8 5 Universities 23 participants	Adelaide May 14 3 Universities 8 participants	Melbourne May 16 6 Universities 16 participants	Sydney May 14 3 Universities 12 participants	Brisbane May 16 4 Universities 10 participants
The University of Western Australia Murdoch University Curtin University Edith Cowan University The University of Notre Dame Australia	University of Adelaide University of South Australia Charles Darwin University	Deakin University Federation University Australia Monash University RMIT Victoria University La Trobe University	University of Wollongong Macquarie University Australian Catholic University	Bond University Queensland University of Technology James Cook University University of the Sunshine Coast

Outcomes

Responses to the first workshop were overwhelmingly positive in all five locations. Below is a summary of findings and outcomes arising from those workshops:

- Universities were at various stages of implementation, but all were able to identify where they stood on the continuum of key stages
- The 12 key stages provided a concise, user-friendly platform for the development of an implementation plan
- Teams successfully identified the next steps they needed to undertake in order to develop and/or implement quality teaching criteria
- The workshop resources (framework and 12 key stages) were effective in supporting teams to identify the stage at which their university stood in the process of teaching criteria development/implementation
- AUTCAS framework was a detailed and accessible document offering participants a multi-dimensional resource that could be mapped and or adapted for a number of purposes (recruitment, probation, promotions, professional development, policy development)
- Referencing university policy documents alongside the case study template helped to highlight policy inconsistencies
- Case study examples drawn from the Western Australian universities helped to clarify the key stages in the process
- The workshop structure was ideal for discussion and planning purposes. Teams reported that the workshop structure enabled stakeholders from different areas of the university to collaborate
- Participants found the AUTCAS project to be an effective proponent of ongoing dialogue about quality teaching at a university, state and national level
- Participants appreciated the opportunity to create a dialogue with other universities and to hear how they were responding to teaching and learning issues
- Workshop structure was effective in achieving workshop outcomes
- Teams in two states (New South Wales and Queensland) agreed to convene an interim regional meeting to support ongoing development/dialogue

Workshop 2

Overview

The second rounds of workshops were again held in Perth, Adelaide, Melbourne, Sydney and Brisbane in September and October 2014. Following Workshop 1, participants sought to engage their key stakeholders and mobilise the processes for embedding quality teaching criteria and standards at their university. At Workshop 2, participants shared their key challenges, outcomes (anticipated and unanticipated), and the strategies that had worked best for their institution. With the help of the project team and participants from other universities, they also identified gaps and additional steps needed to embed their versions of the quality teaching criteria and standards at their institution.

Workshop 2 Participation

- 14 universities participated in the second round of workshops
- Restructures and leadership changes in a number of universities meant that some teams withdrew from the second workshop
- Melbourne roads and transport were severely impacted by a storm (27 October) which prevented some participants and some institutions from attending the workshop in that city
- A number of universities have expressed interest in continuing to work with the AUTCAS framework despite being unable to attend the workshops

Figure 2. Summary of participation: workshop 2

Perth September 15 5 Universities 20 Participants	Adelaide October 28 1 University 5 Participants	Melbourne October 27 2 Universities 4 Participants	Sydney October 21 3 Universities 7 Participants	Brisbane October 27 3 Universities 6 Participants
The University of Western Australia Murdoch University Curtin University Edith Cowan University The University of Notre Dame Australia	University of South Australia (TPP)	Monash University Federation University Australia	University of Wollongong Macquarie University Australian Catholic University	Bond University James Cook University University of the Sunshine Coast

Outcomes

Each university adapted the AUTCAS framework differently, demonstrating its intended flexibility. Each university has considered the criteria according to existing policy and culture. In institutions where recognising and rewarding teaching and learning had been a high priority, the AUTCAS framework and implementation process was identified as a timely catalyst for accelerated progress.

The following list summarises how the framework and the process have been used and/or adapted by individual institutions:

- For identifying inconsistencies in policy documents across the areas of recruitment, probation, promotions and professional development
- As the basis of internal workshops for cross campus discussion, review and implementation of explicit teaching criteria, evidence and standards.
- As a means of engaging key stakeholders (HR, DVC's, Faculty heads, T&L committees, academic staff) in a shared process
- For the development of a carefully articulated peer review program that has gained university-wide momentum and support
- As a basis for reconfiguration into three dimensions: design; delivery and leadership (reflective of existing university culture and structure)
- For the development of similar frameworks for research and service
- As a national benchmark (guide) against which internal policies and practices can be compared and aligned

Challenges

University teams were encouraged to identify challenges they faced and their responses to these. These included:

- Resources (specifically money and time)
- Recognition of the workload involved in the process of implementation
- Ensuring support at senior executive level
- Reinforcing the need for engagement strategies as an alternative to issuing directives
- Educating supervisors, promotion panels and heads of schools

Comments

- One participant stressed the importance of the AUTCAS project in his role as Head as School emphasising that the framework provided an important tool for working with staff
- General agreement that the involvement of human resources staff in the development of institutional criteria and standards is very important
- University teams were unanimous in their acknowledgement of the timeliness of the AUTCAS project

Chapter 3 Project Outcomes and Deliverables

Intended outcome 1

Teaching quality criteria embedded in probation, promotion, review, and professional development processes in a range of universities.

Delivered: The project team designed an implementation program to support institutions across Australia develop their own teaching criteria and standards, and to embed criteria in institutional processes such as recruitment, probation, staff review/development and promotion. Through a series of two workshops and ongoing communication, 21 participating universities were supported in discussing and adapting the framework to their own context, existing policy and culture (see chapter 2 for a full description of the workshops and the list of participants).

Intended outcome 2

A shared understanding of successful processes for achieving implementation in diverse universities

Delivered: The project team identified key steps in the implementation process and shared these with universities participating in the implementation program. The universities that participated were representative of different types of institutions in the Australian higher education sector and the ways in which they used and adapted the framework were similarly diverse. Universities were invited to share their experience and lessons learnt through the development of case studies and key factors for successful implementation were identified based on the collective experience of participating universities and the project team. Key steps in the implementation process, case studies and key factors for implementation of teaching criteria and standards are available on the project website (www.uniteachingcriteria.edu.au).

Specific deliverables

- Implementation program supporting institutions in the development and embedding of teaching criteria and standards into institutional processes, including a series of two workshops in five capital cities with participation from 21 universities.
- Documentation of 12 key stages involved in identifying and embedding teaching criteria and standards into institutional processes
- A set of case studies of successful implementation of the framework for various purposes in diverse universities.
- A document outlining key factors for successful implementation of teaching criteria and standards.
- Expansion of the project website to include additional resources to assist individuals and institutions in the use of the framework (see list of new resources in chapter 4)
- Review of the literature on quality teaching

Chapter 4 Dissemination and Impact of Project Outcomes

Project website

A website was designed to facilitate dissemination of the outcomes of the project, the framework and documents supporting 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. Feedback regarding the layout and usability of the website has been positive and google analytics indicate that as of the end of February 2015, more than 2000 users had accessed the site and that 38% of those users were returning visitors. The majority of users visiting the website were Australian (64%). However, the site was also accessed by users in the United Kingdom (5%), Hong Kong (4%), New Zealand (2%) and elsewhere. The extension project enabled the project team to update and extend the resources available on the website including the addition of the following:

- 12 key stages to guide the process of developing and embedding quality teaching criteria and standards into institutional processes
- Implementation case studies from the project team and other universities using the framework
- Recommendations for the successful implementation of quality teaching criteria and standards
- Additional case studies and exemplars demonstrating quality teaching principles and indicative evidence in support of teaching criteria
- Additional resources to aid professional development of quality teaching attributes
- Updated information about the project, including a description of the implementation program
- Additional publications from the project i.e. conference abstracts and PowerPoint presentations
- A review of the literature on quality teaching
- Project and evaluator's reports from the original project

The extension project report and evaluators report will be made available on the website once finalised. The web address is: www.uniteachingcriteria.edu.au.

Dissemination events

Table 3 details the dissemination events at which the AUTCAS team have presented. The table identifies the event, type of presentation and the number of participants who attended.

Table 3. Dissemination events

Conference	Title of Paper	Activity/Attendance
OLT conference 10-11 June Melbourne, Victoria	Applying teaching standards and criteria at an institutional level	Panel discussion, 300 participants
ICED 15-18 June Stockholm, Sweden	Developing university teaching criteria and standards: an Australian strategic priority project	Paper Presentation, 60 participants
ICED 15-18 June Stockholm, Sweden	Criteria and standards of quality teaching in Australia	Round Table, 25-30 participants
HERDSA 7-10 July Hong Kong	The Feasibility of Implementing Teaching Criteria and Standards at Your Institution	Round Table, 8 participants
HERDSA 7-10 July Hong Kong	One University's Experience of Embedding the Australian University Teaching Criteria and Standards Framework	Poster Presentation, 50 participants
HEA 2-3 July Birmingham, United Kingdom	Developing university teaching criteria and standards: an Australian strategic priority project	Discussion session chaired by HEA, 40 participants
SCAP, 2014 3-4 July Warwick, United Kingdom	Identifying the effectiveness and impact of university teacher development programs: An Australian perspective	Keynote, 40 participants The focus of this keynote was the previous project (TPP) but Denise Chalmers presented this as a story wherein she discussed the AUTCAS project.
HERDSA Rekindled 1 October Perth, Western Australia	Australian Criteria and Standards for Teaching: Are we there yet?	Presentation, 35 participants
VTAS PEN EVENT 6 November Melbourne, Victoria	Education Teaching Quality Australian Criteria and Standards for University Teaching	Keynote presentation, 130 participants
WA Teaching and Learning Forum 29 - 30 January 2015 Perth, Western Australia	Case studies in embedding quality teaching criteria	Presentation, 45 Participants
Festival of Learning 18 March 2015 Perth, Western Australia	One University's Experience of Embedding the Australian University Teaching Criteria and Standards Framework: how Curtin has integrated this framework into its policy and practices	Poster presentation, 20 Participants

Strategy for ongoing dissemination of project outcomes

Interest in the AUTCAS framework and project outcomes is ongoing and the project team recognises the importance of continuing to disseminate the project resources and outcomes. For example:

- Vocational and tertiary education providers have expressed their interest and met with Denise Chalmers regarding the project following the 2015 T&L forum. Further meetings have been arranged to discuss a process of developing teaching criteria in the vocational education sector.
- The project team have registered the website domain for three years and intend to sustain and maintain this resource.
- The project team have also submitted abstracts for presentation at the HERDSA and ISSOTL conferences in Melbourne in 2015.
- Professor Denise Chalmers, has been invited to visit and speak at various events locally and internationally in 2015 on the teaching criteria project and processes. Confirmed activities include presentations to University of the Witwatersrand and a national forum on academic development in South Africa (May 18th – 29th) and a Visiting Fellow for 2 months at Windsor University and Southern Ontario universities (Canada).
- Nationally, an expression of interest for a visit to James Cook University has been made.
- Professor Rick Cumming spent a week at Southern Cross University in July on a visiting fellowship to discuss their use of the AUTCAS Framework.
- The Innovative Research Universities, led by Murdoch University, have established a two year project with a group of universities in Malaysia to further implement the framework at Murdoch and Flinders Universities and to adapt the AUTCAS framework in Malaysia's public universities.
- Blackboard professional development programs are utilising the criteria to frame the ways in which academics and teachers can provide evidence of their teaching quality when using e-learning tools and techniques.
- Denise Chalmers was successful in her application for a 2015 National Senior Teaching Fellowship which directly contributes to the further dissemination and extension of the AUTCAS framework. The program title is "Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review". The fellowship to be undertaken in 2016 will focus on three complementary areas of activity under the unifying theme of rewarding and recognising teaching. The fellowship will: (1) extend and embed the outcomes of the Australian University Teaching Criteria and Standards project; (2) investigate the feasibility of a sector-developed and endorsed Australian Professional Tertiary Teacher Standards to provide an external standard against which individuals and institutions can benchmark teacher quality; (3) investigate and trial a process of peer review that will apply teaching criteria and standards, and model how to assess teaching excellence and quality.

Chapter 5 Evaluation of the Project Outcomes

An external evaluation of the project was undertaken by Dr Paul Chesterton. Dr Chesterton attended a workshop in each round of the two workshop series, joined a number of the team meetings through Skype, and surveyed team leaders from the universities that participated in the workshops through an anonymous online survey. He reviewed the project website, case study material, project meeting minutes, conference abstracts, professional association meeting presentations, and conducted phone interviews with each of the project team members. In his evaluation report he highlights the following points:

- Substantial and significant progress was achieved in relation to each of the projects intended outcomes.
- A wide range of universities participated in the project extension, including representation from the five different types of institutions in the Australian higher education sector – Group of Eight (Go8), Australian Technology Network (ATN), Innovative Research Universities (IRU), multi-campus unaligned and private.
- Universities participating in the implementation program used the AUTCAS framework as a base or point of comparison and review for the development of structures and processes tailored to fit their own context and priorities.
- The outcomes for participating universities varied, but represent milestones in an ongoing and longer term embedding process.
- Understanding of successful processes for the development and embedding of teaching criteria and standards into institutional processes were shared through the identification of 12 key stages that were used to structure the implementation workshops.
- The workshops provided an opportunity to assess the transferability of those processes across diverse contexts and for participating universities to share their own insights and understanding. Survey responses from participants regarding that opportunity were positive.
- The interaction among participants continued beyond the workshops in at least one state in the form of self-organised cross-university meetings.
- The contribution of case studies from participating universities and development of good practice recommendations can also be seen as promoting shared understanding of successful processes across the sector.
- Shared understanding was also aided by dissemination of the project outcomes and deliverables at national and international presentations.
- The extension project, in particular the workshops, promoted collaboration within and between universities and has broadened and deepened scholarly discussion around quality teaching, and standards and evidence-based performance measures, that were an outcome of the initial project.
- The initial project and its extension have significantly impacted the sector in the form of changes in perspectives, approaches and practice in relation to quality standards and evidence-based performance measures.
- Beyond the funding period, a continuing dissemination process and maintenance and development of the project website will be needed to sustain and extend the existing achievements.

- Factors that contributed to the success of the project included:
 - ✓ Stability and continuity of the project team
 - ✓ Networks of the project team and travel enabling multiple opportunities for dissemination
 - ✓ Skills and commitment of the project manager and researcher
 - ✓ Effective leadership of the team and employed staff
 - ✓ Representation of different types of universities by the project team enabling the generation of useful case studies and trialling of workshops
 - ✓ Flexibility of the AUTCAS framework enabling its adaptation across diverse contexts
 - ✓ Timeliness of the project for the sector
 - ✓ Linking two workshops with a continuing task and ongoing provision of support
- The main challenge associated with the project was reduced attendance in the second round of workshops that reduced the opportunity for interaction within and across project teams. However, this did not affect perceptions of the value of being involved in the project (reduced attendance was largely due to severe weather conditions and restructuring in some universities).
- Follow up regarding the finalising and submission of case studies was another challenge, requiring continuing follow-up by the project team.

The project team wish to express their sincere gratitude to Dr Chesterton for his insights, critical reflection, questions and support throughout the original project and this extension project. While maintaining a professional distance, he was at all times a critical and reflective colleague and the project benefited greatly for his involvement in the project.

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 project participants following each of the workshops.
- Seeking feedback from the greater academic development learning community.

Chapter 6 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 projects/fellowships

Professional recognition and self-efficacy in university teachers as tools to enhance teaching quality
(Elizabeth Beckman)

National consensus on higher education standards in a disaggregated learning environment
(Christine Ewan)

Assuring the quality of achievement standards and their valid assessment in Australian higher education
(Geoff Scott)

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)

Defining and supporting the Scholarship of Teaching and Learning: a sector-wide study
(Joelle Fanghanel)

OLT Reports

Probert, B. (2013). *Teaching focused academic appointments in Australian universities: recognition, specialisation, or stratification?* Sydney: Office for Learning and Teaching.

Probert, B. (2014). *Why scholarship matters in higher education.* Sydney: Office for Learning and Teaching.

Appendices

Appendix A Certification

Appendix B Factors for successful implementation of quality teaching criteria and standards

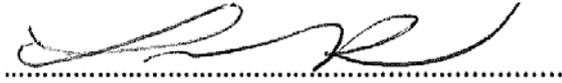
Appendix C Key implementation stages

Appendix A | Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned above a dotted line.

Date: 25/3/2015

Appendix B | Factors for successful implementation of quality teaching criteria and standards

The AUTCAS framework was developed as a flexible, practical guide for institutions to customise to suit their individual values, criteria and context. Likewise, the implementation program was designed to provide institutions with a structure and support to guide the development of their own policy and processes. The 21 Universities involved in the project extension approached the development and implementation of teaching criteria in a variety of ways, reflecting the diversity of the institutions involved. However, four key factors of importance to successful implementation were identified through analysis of case studies from participating universities and the experience of the project team:

1. Consultation and Communication

Consultation and communication to gain support and approval are an important part of implementing quality teaching criteria and standards. Institutions approached consultation in diverse ways, for example;

- working groups from some universities consulted widely at the beginning of the implementation process and used the AUTCAS framework as a starting point to generate discussion
- working groups from other universities modified the AUTCAS framework to suit their institution's strategic priorities first and then sought feedback at a later stage

Involving colleagues from a range of roles in the implementation team helped to facilitate progress. In particular, it was useful to involve representatives from Human Resources with roles related to appointment, review, professional development and promotion, as well as academic staff. It was also important that university leadership was involved in conversations and in communicating the strategic direction of initiatives to the wider university community.

2. Leadership and Timeliness

Timeliness and endorsement from leaders within institutions were important factors for success. Working groups made more progress in implementing and embedding quality teaching standards and criteria where there was already a political imperative for change. At some institutions, implementation was hindered where the project did not fit into the strategic priorities identified by the leadership or where there was instability in leadership and/or project teams.

3. Alignment and Consistency

Alignment between processes (e.g. appointment, performance review and promotion) is important to ensure transparency and clarity for all stakeholders including; academic staff, line managers, HR staff and relevant committee members. Stakeholders involved in writing

and reviewing policy and practice related to each of these roles need to agree on appropriate terminology and processes to ensure consistency and a common understanding.

4. Evidence of Practice

Teaching staff need to see that the criteria and standards adopted by their institution are being applied and that as a result excellent teachers are being appropriately recognised and promoted to the various levels. It is important that excellent teachers (not just exceptional teachers) are fairly assessed and rewarded for their accomplishments. Accordingly, heads of schools, supervisors, promotion panel assessors and Human Resources staff need to be prepared to assess and judge teaching probation and promotion applications transparently against the adopted criteria and standards. For more information about bridging the gap between policy and practice in academic promotion refer to the Promoting Teaching project (<http://www.promoteteaching.com/>).

Appendix C | Key implementation stages

The project team identified 12 key stages to guide the process of developing teaching criteria and standards, and embedding these into institutional processes. These stages were used by trial universities across Australia.

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 organizational 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

The key implementation stages worksheet is available for download from the project website <http://uniteachingcriteria.edu.au/framework/about/use/guidelines-institutions/>