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Final Report

TEACHING QUALITY INDICATORS PILOT PROJECT

THE UNIVERSITY OF WESTERN AUSTRALIA

Office of the Pro Vice-Chancellor (Teaching and Learning)

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THE UNIVERSITY OF
WESTERN AUSTRALIA

Achieving International Excellence

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Executive Summary

Introduction

The University of Western Australia (UWA) is one of eight Australian universities participating as a pilot institution in Stage 2 of the national Teaching Quality Indicators (TQI) Project funded by the Australian Learning and Teaching Council (ALTC). This report is the university's contribution to the national project team's report to the ALTC. This executive summary provides a general overview of the UWA pilot project rather than a full summary of the report which follows.

The UWA TQI Pilot Project commenced in September 2007 with the appointment of a full-time project officer for 18 months and will continue for a further 18 months following the end of the formal funded pilot in December 2008. The project is led at UWA by the Pro Vice-Chancellor (Teaching and Learning), and oversight and support has been provided by a steering group consisting of relevant section directors and academic staff representatives. From January 2009 oversight of the project will pass to a new TQI Implementation Reference Group, and day to day management of the project to the Centre for the Advancement of Teaching and Learning (CATL) under the continued leadership of the Pro Vice-Chancellor (Teaching and Learning).

Objectives and Methodology

UWA came to the TQI Project with a broad interest in developing benchmarking relationships across the sector and finding robust methods to measure the efforts of the university in improving student learning outcomes through better teaching. In particular UWA was interested to be involved at the beginning stages of a project which was developing performance indicators from within the sector rather than having them generated by external bodies. In particular, the pilot project aimed to:

- provide a series of new instruments and measures for instituting quality teaching practice
- assist the university in improving the student learning experience, and empower individual academic staff to improve their teaching
- develop benchmarking relationships across the sector (UWA Project Description, October 2007).

The pilot project at UWA focused on the institutional climate and systems dimension of the TQI Framework developed in Stage 1 of the national project, and more particularly on the reward and recognition of teaching and teaching staff within the institution. Using a methodology which firmly grounded the project in evidence-based decision making through a research/consultation iterative process a number of proposals for the enhancement of practice within the institution were developed, along with a number of potential quality indicators for the ongoing evaluation of reward and recognition processes. The TQI Framework provided a way to conceptualise teaching quality (and its links with reward and recognition on the one hand, and student learning outcomes on the other), and frame an evaluation of teaching and learning that encourages cohesion and alignment across the university.



Implementation

Following a review of current teaching and learning policy and practice to identify strengths and potential for enhancement in UWA practice, it was agreed to divide the project in to four sub-projects for simultaneous development in 2008.

1. **Online Database of Teaching and Learning** – to expand the work done in the initial stages of the pilot project to build a comprehensive database of teaching and learning policy, practice and projects across all faculties and central administrative units of the university
2. **Criteria Sub-Project** – development of a set of evaluative criteria of quality teaching for use in promotion & tenure processes and to align with the Professional Development Review process
3. **Reward and Recognition Indicators Sub-Project** – detailed analysis of the TQI Framework table ‘rewarding and recognising teaching’ against UWA policy, practice and data collections, to identify a number of relevant and sustainable performance indicators for incorporation in to ongoing university planning and accountability cycles
4. **Professional Development Sub-project** – to contribute to the enhancement of programmes offered by the Centre for the Advancement of Teaching and Learning, with reference to the TQI Framework.

In addition, the university agreed to undertake a benchmarking exercise with Macquarie University using benchmark statements developed by the two project officers/managers based on the TQI Framework table ‘rewarding and recognising teaching’.

Outcomes and Future plans

The project at UWA has succeeded in promoting more widely an evidence-based mode of thinking about teaching quality into discussions and planning. The link between institutional systems and student learning outcomes developed by the TQI Framework has prompted more stakeholders at UWA to move beyond thinking about teaching quality in terms of individual styles, to include a systematic consideration of quality. In addition, the project has succeeded in using an evidence-based, consultative methodology in policy development which has the potential to be used more widely within the university, has resulted in proposals that are supported by teaching and learning stakeholders, and which can be transferred to other dimensions of the framework.

Online database

An online interactive database containing a comprehensive snapshot of teaching and learning policy and practice within each of the faculties and central administration was published in August and has so far received positive feedback as a useful resource for faculty teaching and learning staff. The database has also contributed to the university's Australian Universities Quality Agency (AUQA) audit preparations.

Teaching Criteria Framework

A teaching criteria framework has been developed through a significant research effort and extensive consultation with stakeholders across the university. The framework sets out an evidence based framework of teaching and learning, based on agreed definitions of effective teaching, which is supported by the research and the TQI Framework. The framework is designed as a developmental tool for academic teaching staff as a way to structure their academic teaching portfolios and gather the evidence required for any evaluation of the quality of their teaching.



Reward and Recognition Indicators

A proposal for the development of indicators at the institutional and faculty level (both qualitative and quantitative) and systems to support ongoing evaluation of reward and recognition processes is currently being considered for implementation options in 2009-2010.

Benchmarking statements developed by Macquarie University and UWA will be used as part of an exercise between the two universities in 2009, and the rubric developed for these statements is now being used to inform the development of similar statements in other dimensions of the TQI Framework. The development of good practice statements across the TQI Framework is a major outcome for the national project as a whole to which UWA has made a significant contribution.

Professional Development of Teaching

A discussion paper which sets out a number of suggested changes to policy and programs for the professional development of teaching at UWA based on a review of professional development programs and policies at UWA against national and international practice is now under consideration by UWA's Centre for the Advancement of Teaching and Learning.

The TQI Framework has been included in the education section of the university's new Operational Priorities Plan for 2009-2013 which will help to ensure its continued implementation and relevance to the university.

The proposals which have arisen out of the pilot project will be gradually implemented across 2009-2010, and the university will continue to engage stakeholders in the process of developing quality indicators for the reward and recognition of teaching and teaching staff. Implementation will focus on the teaching criteria framework and on prioritising the development of quality indicators to make the best use of available resources.

The resources developed by the UWA TQI Pilot Project, including the benchmarking statements, the teaching criteria framework, and the structure of the online database facility may be of use to other institutions interested in using the TQI Framework into the future, and similarly UWA will make use of the resources developed by other Stage 2 institutions when considering the implementation of other aspects of the TQI Framework.



1. Project Description

The University of Western Australia (UWA) is one of eight pilot institutions taking part in Stage 2 of the national Australian Learning and Teaching Council (ALTC) Teaching Quality Indicators (TQI) Project trialling the implementation of the Teaching Quality Framework developed from the research undertaken as Stage 1 of the national project. The project commenced at UWA in September 2007, and will run for three years, with a dedicated project officer for the first 18 months. This report sets out the UWA pilot project's aims and intended outcomes, describes how the project was implemented, its outcomes so far, how the project will be sustained, the transferability of the resources developed, evaluation plans, and its impact both on the UWA community and more widely. This report also provides an evaluation of the usefulness of the TQI Framework as a tool for improving the reward and recognition of teaching and teachers in Australian universities.

The concept of the TQI Framework has been a powerful tool for driving engagement with teaching and learning evaluation issues at UWA. In particular, the promise of a robust system of indicators for teaching and learning has generated a lot of interest, and academic leaders of the university are keen to embrace a system which promises to provide quality indicators that are evidence-based, really do measure quality, and provide useful information to the institutions themselves (UWA faculty forum, 19th May 2008). The framework has provided a way to conceptualise teaching quality (and its links with reward and recognition on the one hand, and student learning outcomes on the other), and frame an evaluation of teaching and learning that encourages cohesion and alignment across the university.

Context

UWA is committed to the improvement of the student learning experience through its strategic and operational priorities (UWA, Operational Priorities Plan 2006-2008). Teaching and learning is an important and valued aspect of the university's mission, however as is the case in many traditionally research intensive institutions, there remains a feeling within the university that research-based activities are valued more highly. A recent review of the Professional Development Review (PDR) process at the university, and a proposal for a new academic career structure highlighted the scope for potential enhancements to the way in which the university evaluates individual teaching quality, and a perceived lack of clarity in expectations for academic staff. Substantial change and development has been undertaken in recent years to improve teaching quality at UWA and the university identified this project as an opportunity to develop further ways of evaluating its progress toward the goal of improving the student learning experience. While there is little impetus for significant change projects in this area, the university is committed to gradual, continuous improvement and the TQI Project is seen as a unique opportunity to drive such change.

Drivers

The university considers it very timely to be involved in the development of quality indicators for teaching given the current AUQA focus on the development of standards, and the controversy surrounding the methodology for the allocation of the Learning and Teaching Performance Fund (LTPF). In addition, the likely introduction of a new academic career structure at UWA which includes a performance appraisal component makes it imperative that the university is able to robustly evaluate its efforts in teaching; both at the individual teacher level, but also more broadly across the university.



Aims

UWA came to the TQI Project with a broad interest in developing benchmarking relationships across the sector and finding robust methods to measure the efforts of the university in enhancing student learning outcomes through better teaching. In particular UWA was interested to be involved at the beginning stages of a project which was developing performance indicators from within the sector rather than having them generated by external bodies.

Originally, the project emphasised the potential for a national system of teaching and learning indicators arising from the project, and this was a major aim for UWA. However, it became clear early on that the framework's focus on intra-institutional practice, and the flexibility afforded to the pilot institutions in their projects, would make that aim not readily achievable in the short life-span of the pilot projects. Whilst the development of a national system remains a long term objective, the pilot project has focused on the development of smaller one-to-one benchmarking relationships within the pilot group as a starting point.

Stakeholders

Stakeholders were identified by the project leader, the Pro Vice-Chancellor (Teaching and Learning), and the Manager, Education Policy Services, with input from the TQI Steering Group and the project officer, and encompass a wide range of staff, sections and committees at the university. All staff who have responsibility for, or an interest in, teaching and learning matters of the university have some stake in the project, to a greater or lesser extent. The project team has made substantial use of the expertise in teaching and learning management, policy, and effective teaching practices provided by the identified stakeholders. The prior existence of a number of teaching and learning networks through the Centre for the Advancement of Teaching and Learning (CATL) and the UWA Teaching and Learning Committee has been invaluable to the project (see appendix 1 for the identified list of potential stakeholders). Refer to "Communication and Dissemination" in Section 2 for a more detailed discussion of the role of the stakeholders in the UWA pilot project.

Objectives and Intended Outcomes

Coming into the project, the intended outcomes for UWA were broad:

- to provide a series of new instruments and measures for instituting quality teaching practice
- to assist the university in improving the student learning experience, and empower individual academic staff to improve their teaching
- to develop benchmarking relationships across the sector (UWA Project Description, October 2007).

The project commenced with a comprehensive snapshot review. The objective of the Review of Current Teaching and Learning Policy and Practice was to compile a comprehensive picture of current teaching and learning practice as evidenced by teaching and learning policy, plans and process at UWA. This would be achieved through the collection of data at the university-wide and faculty level, expanding on data collected by Stage 1 of the national project in 13 categories of teaching indicators identified as relevant to quality in Australian higher education institutions (Chalmers & Thomson 2008). (See Appendix 2 for the full list of categories). Once collected, this snapshot of teaching and learning policy and practice then informed the focus of the UWA TQI Pilot Project.



Following this review, the decision was made to focus the UWA project on the promotion, recognition and reward of teaching within the institutional climate and systems dimension of the TQI Framework and two further global outcomes were added to the project:

- to establish a consultative, university-wide process that involves the stakeholders in contributing to the development and implementation of the project
- to build a robust system of collecting and reporting information/data on teaching and learning quality.

In addition, a number of other specific outcomes and deliverables were defined in three areas: individual quality indicators (teaching criteria), institutional quality indicators, and professional development of teaching. Lastly, it was agreed that the data collected for the review should be converted and expanded to build a comprehensive database of teaching and learning policy, practice and projects across all faculties and central administrative units of the university. The objective was to encourage collaboration between sections with teaching and learning responsibility through the creation of an ongoing resource of project and initiative information. It was also intended that the resulting database would contribute to preparations for the AUQA audit to be held in 2009, for which the university is currently preparing.

Individual Quality Indicators – The Teaching Criteria Framework

A major focus of the project was the development of evaluative criteria for measuring teaching quality for promotion and tenure processes and to align with the Professional Development Review (PDR) process. The criteria needed to be robust and valid, evidence-based, differentiated by career level and based on agreed definitions of effective teaching supported by the research and using the TQI Framework. The development of such criteria would contribute to the wider project aims of improving teaching practices of UWA staff, and through the provision of higher quality teaching eventually also improve the learning outcomes for students. Following research and development the scope of the project was revised to the development of teaching criteria to underpin all reward and recognition processes within the university (not limited to promotion and PDR processes).

Institutional Quality Indicators – Reward and Recognition of Teaching

Given that a major aim for UWA was the development of indicators which could be used for benchmarking purposes across the sector, it was necessary to be involved in the development of institutional and faculty/school level indicators alongside those for individual teachers discussed above. As such, another focus became the development of quality indicators at the institutional levels of the university. The TQI Framework table 'rewarding and recognising teaching' would be mapped against UWA policy, practice and data collections in order to identify a number of relevant and sustainable quality indicators for incorporation in to ongoing university planning and accountability cycles. In addition, the mapping process would also evaluate the usefulness of the framework itself as a tool for universities. The development and implementation of robust quality indicators for reward and recognition processes of the university will assist with the process of enhancing the value placed on teaching and learning by the institution, and will eventually improve the satisfaction of teaching staff as their work is better valued by their faculties and schools. Eventually, this will also assist in the improvement of student learning outcomes, as staff who feel that their work is valued and rewarded will deliver a higher quality teaching experience (Chalmers, 2007).

Benchmarking

Given the decision of Macquarie University and UWA to focus their pilot projects on very similar areas of the TQI Framework it was agreed by the two project leaders that a benchmarking exercise between the two universities should be undertaken as part of the



TQI Project. The objective of the proposed exercise is two-fold – to test the usefulness of the TQI Framework as a benchmarking tool, and also to evaluate the quality of UWA's reward and recognition structures through comparison with a like university. Prior to undertaking any exercise the two universities have embarked on a collaborative effort to develop a series of benchmark statements based on the TQI framework table 'rewarding and recognising teaching' which can be used by universities to undertake benchmarking exercises and internal reviews in this area.

Professional Development of Teaching

Lastly, it was agreed that the project should contribute to discussions surrounding current professional development of teaching policy and programs within the university, and so, the project set out to liaise with the Centre for the Advancement of Teaching and Learning (CATL) to consolidate and enhance the professional development of teaching opportunities and policies at UWA. This would be achieved by using indicators from the TQI Framework relating to the professional development of teaching to inform the improvement of policy. Improving professional development of teaching and associated policy would lead to improved teaching practices of UWA staff, and eventually improved student learning outcomes through the provision of higher quality teaching (UWA, March 2008). After discussions with CATL and a consideration of the ambitions of the UWA TQI Project as a whole, it was agreed to limit the scope of this part of the project to a research effort by the TQI Project to identify priority areas for development following which any recommendations would be taken on by CATL. The outcomes for this section of the project were therefore limited to the completion of a review of professional development programs and policies at UWA against national and international practice, in order that recommendations for the enhancement of professional development programs and policies could be made.

Project Evaluation

The consultative nature of the project has meant that the proposals and reports arising from the project have been subject to significant formative evaluation throughout the project's development phase. Through this constant process of development and feedback, the project team is confident that the direction of policy development is appropriate for the university, and supported by major stakeholders. The project team has taken care to ensure that all requests for feedback and input are targeted appropriately, and that stakeholders are provided with clear direction in relation to the feedback which is being requested.

A small evaluation will be carried out by the university to inform the future direction of the project at UWA after the conclusion of the ALTC funding, and to confirm the extent to which the project's intended outcomes have been achieved. The UWA evaluation will take place in a number of stages. A preliminary evaluation of the online database which has been developed by the project is currently in a data gathering phase, through interviews with key stakeholders, and will contribute to decision making early in 2009 regarding the revision of that facility. In conjunction with this process an informal evaluation of the project as a whole is also being undertaken, gaining the opinions and feelings of various stakeholders relating to the success of the project so far and progress toward the intended outcomes of the project for which 18 months milestones have been set (see Appendix 3 – Evaluation plan). In late 2009 a more formal and wider evaluation will be undertaken for the overall project, focusing on the design / methodology of the project and the outcomes achieved to that point. At the end of three years, a further evaluation of outcomes will be undertaken. Following the first part of the evaluation in February 2009 some adjustments may be made to the methodology for implementation of other parts of the framework in the future, and for the implementation of current project



objectives, and a decision will be taken on whether the online database facility should be maintained for 2009 (see Appendix 3 – evaluation plan).

As a pilot project institution the University has a responsibility to assist the ALTC with their evaluation of the wider project, and in particular to provide feedback on the efficacy of the TQI framework. This report incorporates that evaluation through discussion throughout of the ways that the framework was used, and how it could be improved.

2. Project Implementation

Information Management

The UWA TQI Pilot Project sourced research material from the national project reports and through online journal databases for a series of literature reviews. In addition, significant use was made of the TQI framework table 'rewarding and recognising teaching' along with the other tables in the dimensions of assessment, diversity and engagement and learning communities from the TQI Framework.

Numerical data was sourced through the University's Executive Information System, and with assistance from various sections of the university, information collected from faculties and schools for the initial Review of Teaching and Learning Policy and Practice was used extensively throughout the project to support decision-making processes.

The project team utilised the university's electronic file management system to manage all project documentation in accordance with university and state record keeping requirements.

Project Resources

Steering Group

The UWA TQI Project Steering Group provided executive support and sponsorship to the project, informed the direction of the project at UWA, provided advice, support and information to the project officer as required, and championed the project throughout the university community. The Steering Group consisted of leaders of sections of the university who have an interest in, or responsibility for, issues relating to the evaluation of teaching and learning within the university (see appendix 4 for the Steering Group membership and Terms of Reference). The Steering Group contributed to the project in two main ways throughout 2008. Firstly, in the provision of advice and expertise to the project officer, relating both to an understanding of the processes and procedures of the university and the particular sections from which the group was drawn, but also more general expertise surrounding evaluation and planning issues. Secondly, the group played a major role in the dissemination of the ideas and concepts arising from the TQI Project into their own areas of responsibility, and the incorporation of the TQI Project into planning and development across the university. This second role has meant the successful integration of the TQI Framework and the proposals arising from the UWA pilot project into the strategic thinking of the university community, which will contribute to the project's sustainability. In December 2008 the steering group passed oversight of the continued implementation of the TQI project proposals to a new TQI Implementation Reference Group.

Project Leader

The Pro Vice-Chancellor Teaching & Learning (PVC (T&L)) leads the project at UWA, overseeing the project on behalf of the executive and providing management and



direction to the project officer. The PVC (T&L) has played a crucial role in championing the TQI Project to the wider UWA community; ensuring its presence in planning and operational discussions and ensuring that the work of the project is recognised and valued by the university community.

Project Officer

The project officer (TQI) manages the project at UWA under direction from the PVC (T&L) and has responsibility for day to day management of the project office. The Project Officer is responsible for the development and implementation of proposals arising from the project, and undertakes research and consultation to support the direction of the project at UWA. In addition, the project officer is responsible for the dissemination of the project to stakeholders within the university and in this role has made a number of presentations to various stakeholders alongside face-to-face meetings and the administration of surveys and other data collection techniques. The project officer is responsible for the preparation of progress reports and discussion papers, and makes recommendations to the Steering Group for consideration and action. The project officer also liaises with project officers from the other pilot institutions to identify potential areas for collaboration and to take advantage of a community of practice.

The project officer has been assisted by a part-time administrative assistant funded through the university's Teaching and Learning Policy Unit (TLPU) for 12 months. The ability to employ a full-time project officer has made a significant impact on the success of the pilot project, providing momentum and focus. The extra funding provided by the university's TLPU for the employment of an administrative assistant to the project allowed the pilot to take on an ambitious and complicated project and make best use of the opportunity provided by involvement in the national TQI Project.

Website

A UWA Teaching Quality Indicators Project website was developed in September 2007 to provide a publicly accessible source of information relating to the project, and to act as a repository for documentation and communications about the project. The website can be viewed at www.teachingandlearning.uwa.edu.au/indicators. The information contained on the web site is reviewed and updated at regular intervals (see the communication and dissemination section below).

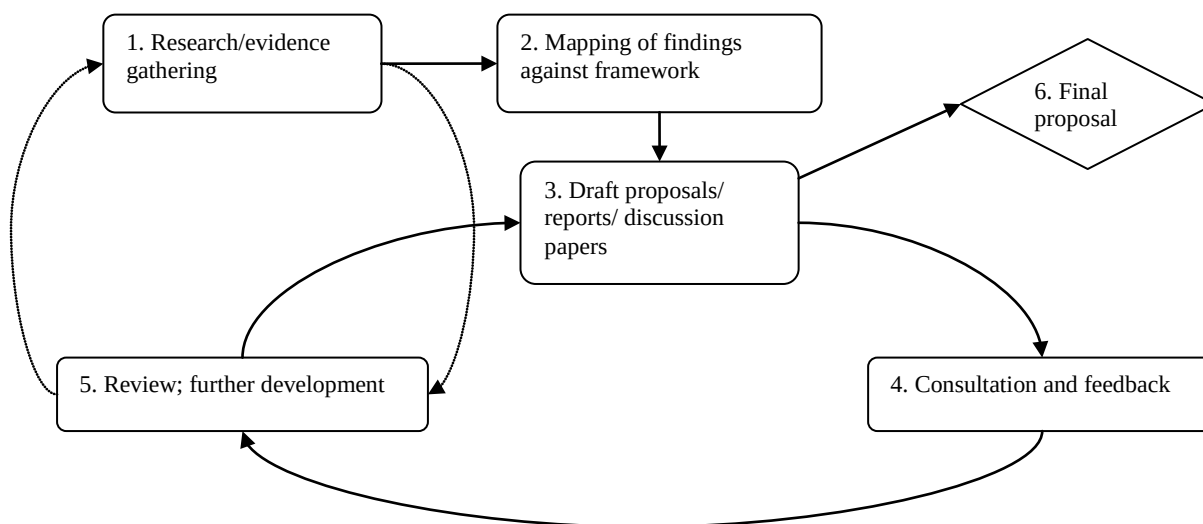
Methodology

The UWA pilot project was undertaken in two distinct stages commencing with a comprehensive review of current teaching and learning policy and practice in order to decide the focus for the pilot project's second, policy development, phase.

Following the initial review, the project was divided into four discrete sub-projects to be undertaken simultaneously. This structure was primarily chosen to assist in the administration of an ambitious project, but also in order to separate the two underlying purposes of the pilot project – to be involved in the process of identifying and developing performance indicators of teaching for the sector; and to use the framework to enhance/improve practice at the university. The division of the project in to smaller sub-projects was very successful administratively for the project team, however given the overlap between the various facets of the project it may have caused some confusion amongst stakeholders and complicated the project unnecessarily.

The project has been undertaken using a predominantly research-based iterative methodology. Each of the sub-projects, and the pilot as a whole, has followed a basic pattern as shown below:





All proposed changes to policy and practice within the university arising from the project are evidence based and supported by the current literature, as well as being relevant to the UWA context, and appropriate for the enhancement of teaching quality.

This methodology was chosen for the UWA pilot project because the university did not enter in to the TQI Project with a change imperative. As such, a research phase was necessary to ground the project at UWA and agree its intentions. In addition, it was important that any proposals for specific change arising from the project were well grounded in the evidence as likely to enhance student learning outcomes through improved teaching quality. Feedback received indicates that the evidence-based nature of the project proposals is seen as very positive and a strength of the project so far; it has been suggested by the TQI Steering Group that this model could be used more widely for policy development purposes within the university.

Given the nature of the project at UWA (as investigative, rather than operating with a change imperative), and the cultural context of the university (collegial, devolved), the engagement and commitment of teaching and learning stakeholders was crucial for its success. Without such engagement the implementation and embedding of change would be very difficult. This research and consultation method was therefore chosen as the most likely way to gain the support and commitment of teaching and learning stakeholders of the university, whilst ensuring that the project was grounded in the research and embeds effective practice. The iterative consultation and development methodology is well understood at UWA, and the addition of the research phase gave it further strength.

Communication and Dissemination

The methodology used by UWA, which required feedback and engagement from relevant stakeholders to ensure its success meant that communication and dissemination were key factors in the success of the pilot project. As such, a detailed consultation plan was prepared for the project, and divided in to two phases. This approach allowed the project team to drive the direction and focus of the project (as per the research), whilst encouraging 'buy-in' and participation of the university community. Communication was directed through a number of key groups and committees. In particular, good use was made of pre-existing networks through the Centre for the Advancement of Teaching and Learning (CATL), and their CATLyst network who promote and champion teaching and learning in the faculties. In addition, given the collegial, committee-based governance



structure of the university the project relied on the UWA Teaching and Learning Committee, and the network of associate deans (teaching and learning) and their equivalents formulated through that committee. The project also met individually with each faculty dean and their heads of school in a series of workshops in a major consultative effort to introduce the project and proposed changes to teaching criteria.

Engagement and Feedback

The project officer worked closely with the TQI Steering Group and others to identify how best to engage stakeholders in the various parts of the pilot project; this targeted communication strategy was used to improve engagement across the university as it allowed members of the university community to engage in that part of the project which was relevant to them and their working lives. A number of strategies were used to engage stakeholders, depending on their role and interest in the project. Associate deans (teaching and learning) along with the CATLysts in each faculty were approached individually in the early stages of the project, and this was an effective strategy to get early engagement and interest in the project. Most faculty representatives were very positive about the potential of the TQI Project to affect change, and expressed interest in continuing to be involved. Later, forums and presentations to committees allowed the project to gain immediate and targeted feedback more efficiently, and also helped to disseminate information about the project to a larger audience. These included a faculty forum in May 2008 which was attended by approximately 30 teaching and learning representatives; regular presentations to the Teaching and Learning Committee; and a series of workshops in August/September which ensured that the project reached all of the faculty deans and most of the university's heads of school. Engagement and feedback in the project has been sought early and often throughout the project, with each of the major proposals arising from each sub-project going through a series of iterations as part of extensive consultations. Feedback has been welcomed and encouraged from all stakeholders throughout the project to encourage a sense of ownership of the project amongst faculty and school staff that may otherwise be lacking in an essentially research-based methodology. The targeted nature of the consultation process included the provision of clear advice on the types of feedback that the project needed, including specific questions in some cases to guide and structure the responses from stakeholders to gain the most useful feedback. Detailed and complex papers which set out the evidence base for the proposals being suggested were combined with simpler presentations and overall principles for people to consider and focus on. Feedback received to date as part of an initial informal evaluation of the project's methodology indicates that the workshops and consultative nature of the UWA pilot project have been well received by key stakeholders.

Reports and publications

A number of initial discussion papers were followed by more detailed proposal documents, some of which are still under discussion by the university community. A large number of papers were prepared and disseminated throughout the life of the project, including a large amount of data both qualitative and quantitative; a series of literature reviews; and a number of discussion papers and proposals (see Appendix 5 for the full list of reports and publications). Further implementation of the project will see a simplification of the associated documentation as the project moves on from needing to justify the evidence-base for decision making with reference to detailed research.

In July 2008, the project officers from UWA and Macquarie University presented a joint paper at the Australian Quality Forum (AuQF) 2008, the annual conference of the Australian University Quality Agency (AUQA). The paper provided a comparison of the rationales and approaches of the two universities to the implementation of very similar



areas of the TQI Framework, and used this comparison to demonstrate the strengths of the TQI Framework and the methodology of the national TQI Project (Flowers & Kosman, 2008).

Website

As discussed above, a UWA pilot project website was developed in late 2007 to provide both a publicly accessible source of information relating to the project, and to act as a repository for documentation and communications. The website now also provides the portal to the TQI database of teaching and learning policy and practice, and has become a repository for a large amount of project documentation in the form of reports, papers and proposals. The website is also used to provide electronic communication of agendas and minutes to the steering group, and also contains external links relating to the project nationally and internationally. The publication of various presentations made by national project leaders, alongside their research papers and other media releases provides a comprehensive source of information relating to the project both at UWA but also more widely. Whilst it has not been possible to use the website interactively with stakeholders, it has become a source of information for people interested in and involved with the project within the university, and has been used over 1500 times since it was launched.

Review of Current Teaching and Learning Policy and Practice

Methodology

Data was collected for the Review of Current Teaching and Learning Policy and Practice through a review of online resources, followed by face to face interviews with staff responsible for teaching and learning matters, and a survey instrument for gathering data relating to specific issues at the school level.

Stakeholders

The review had input from a wide range of university teaching and learning stakeholders, including faculty teaching and learning representatives, heads of School, the university librarian and the director of Student Services along with the manager of the university's Education Policy Services.

Analysis

The data collected was mapped against the TQI Framework to identify strengths and weaknesses. A number of gaps in the data were identified where it was not clear whether policy resided at the school rather than faculty level, or whether it was absent and further data collection through a school survey was carried out to clarify these issues. It was confirmed that some of the gaps identified were genuine gaps in policy coverage, rather than a result of delegation; however in most cases informal mechanisms existed at the school level. The results of the review were published in a report which was widely disseminated amongst teaching and learning stakeholders, and a separate report specifically dealing with assessment policy issues was prepared for the Assessment Standing Committee (see a discussion of the results of the review on p18 of this report).

The Sub-Projects

As discussed above in the methodology, to assist with the implementation of various aspects of the TQI Pilot Project, the decision was taken to divide the project in to four discrete sub-projects to be undertaken simultaneously throughout 2008. The four sub-projects were:

1. **Online Database of Teaching and Learning** – to expand the work done in the initial stages of the pilot project to build a comprehensive database of teaching



- and learning policy, practice and projects across all faculties and central administrative units of the university
2. **Criteria Sub-Project** – development of a set of evaluative criteria of quality teaching for use in promotion & tenure processes and to align with the Professional Development Review (PDR) process
 3. **Reward and Recognition Indicators Sub-Project** – detailed analysis of the TQI Framework table ‘rewarding and recognising teaching’ against UWA policy, practice and data collections, to identify a number of relevant and sustainable performance indicators for incorporation in to ongoing university planning and accountability cycles
 4. **Professional Development Sub-Project** – to contribute to the enhancement of programs offered by the Centre for the Advancement of Teaching and Learning, with reference to the TQI Framework

This administrative and conceptual division of the main aspects of the project assisted in keeping a tight rein on the scope of the project and ensuring that the various aspects of the project remained tightly focused around the development of quality indicators and improvement of practice through review. However, as mentioned above, the complex nature of the project's structure means that its overall objectives may not be well understood by all stakeholders.

As each project was implemented as if it were standing alone, each project will now be considered in turn.

2.1. Online Database of Teaching and Learning

Following the preparation of a proposal, and a brief scoping project to identify the most appropriate format for the facility, including the investigation of Web 2.0 solutions, it was agreed that a database facility would be built in-house by the university's Information Technology Services (ITS) to the specifications supplied by the project. The publication of the completed database was widely publicised throughout the university, and a series of demonstrations held for key sections. The database is currently undergoing a formal evaluative process to determine whether it will be revised and maintained, or preserved as a snapshot.

2.2. Teaching Criteria Framework

Methodology

The criteria sub-project commenced with a literature review which identified accepted definitions of effective teaching, and a number of tools for evaluating teaching quality (UWA, January 2008). A mapping process was undertaken to ensure that the definitions of effective teaching identified by the research, the Australian Learning and Teaching Council (ALTC) award criteria (currently in use at UWA), and the TQI Framework indicators all encompassed comparable definitions of good teaching.

A proposal for new evaluative teaching criteria was developed, focusing in the first instance on the principles which would be applied to the development of such criteria. The proposal also set out the definitions of effective teaching which would form the core of any teaching criteria, and the tools available to evaluate such teaching (modes of evidence). At this stage, the scope of new teaching criteria was clarified, and it was agreed that ideally, criteria should be used to support all of the reward and recognition processes of the university which require an evaluation of teaching performance. Following feedback, a more detailed proposal was developed which was then further



refined through a major consultative phase with faculties and schools. The proposal is now in the final stages of consultation prior to implementation in 2009 (see Appendix 8 and a discussion of the outputs and outcomes from this project on p19 of this report).

Stakeholders and Communication

The criteria project has the potential to significantly impact on many sections and committees of the university, along with all academic teaching staff. As such, the following groups have been involved in discussions throughout the development of the new Teaching Criteria Framework.

- TQI Steering Group members
- University Executive
- Organisational and staff development services
- Centre for the Advancement of Teaching and Learning
- UWA Teaching and Learning Committee
- Academic Promotions Committee
- Faculty teaching and learning representatives
- Faculty deans
- Heads of school
- School teaching and learning committees

2.3. Reward and Recognition Indicators

Following an initial mapping exercise, and a reconsideration of the best use of the TQI Framework tables to develop quality indicators, the scope of this sub-project changed slightly. While its original aims remained, it was agreed that priority areas needed to be identified before the process of developing teaching indicators could reasonably proceed, and that there would also be significant policy development required for the embedding of teaching quality indicators in to mainstream university practice at all levels. This greatly extended the work of this sub-project.

Following this reassessment of the scope of the sub-project, and the amount of work required to achieve the first of its intended outcomes, it may not be possible to evaluate whether it has contributed to the improvement of student learning outcomes or to the improvement of UWA teaching practices within the three year project timeline, however this remains a long-term objective.

Methodology

A series of mapping exercises were undertaken commencing with a detailed analysis of the “rewarding and recognising teaching” framework table from the TQI framework dimension ‘Institutional Climate and Systems’ against the university’s strategic and operational priorities, and were followed by an analysis of potential indicators against four main drivers.

1. Relevance as a tool for evaluating other TQI sub-projects
2. Achievement of balance between the usefulness of the information and the ease of collecting and maintaining data to measure it
3. Achievement of a balance between those indicators which will assist the university to better measure quality in its current practice and indicators which can be used to drive institutional change
4. Demonstration that the indicator has a basis in the research as a robust and valid measure shown to enhance the likelihood of improving student learning outcomes.



Further mapping was also undertaken to compare the availability of data sets relating to the reward and recognition of teaching at UWA against the quantitative indicators suggested as relevant by the framework.

A synthesis of the research undertaken by the national project team in relation to performance indicators in higher education (Chalmers 2008) was completed to assist the decision making process, and a small review of publicly available performance funding of teaching and learning models being used in Australian universities was also undertaken.

Stakeholders

Detailed consultation on this project has so far been limited to the TQI Steering Group which contains the expertise required (through the involvement of the directors of planning services, human resources and the education policy services manager) to inform the direction of evaluative systems within the university. Significant consultation occurred between the steering group and the project officer to develop a proposal, which has now had its recommendations endorsed by the UWA Teaching and Learning Committee (see Appendix 6).

Analysis

Following the initial mapping, 67 potential indicators were identified. Using the drivers described above, these were reduced to 22. A baseline data report for each of the consolidated indicators was prepared to inform discussion, and recommendations were made regarding further development of numerical data sets which may be required. Following this the steering group defined their priority areas for a reward and recognition system, and a final proposal has been developed for a system of reward and recognition indicators embedded into university practice which provides a balance of qualitative and quantitative indicators, and occurs at multiple levels of the institution (see Appendix 6 – Indicators for Evaluating Reward and Recognition at UWA Final Draft; and the discussion of outputs and outcomes from this project on p19 of this report).

Benchmarking

The UWA and Macquarie University project officers/managers have undertaken to develop a series of benchmarking statements based on the TQI Framework table 'rewarding and recognising teaching' through a collaborative process. A process and methodology for the completion of a benchmarking exercise between the two universities is currently being developed. The statements were developed through an iterative process of development and feedback between the two project officers and their respective steering groups and other stakeholders. This was a labour intensive process which required significant negotiation between the two project officers to develop statements which were relevant to both institutions (and hopefully to the wider sector as well), which could be interpreted consistently, but which remained meaningful in their content.

2.4. Professional Development of Teaching

The professional development of teaching sub-project commenced with a literature review investigating the link between professional development of teaching; improved teaching quality; and improved student learning outcomes to supplement the work done in the development of the TQI Framework. In addition to this, a mapping/analysis was undertaken to compare UWA practice with best practice as suggested by the literature review and the TQI Framework, and also to compare UWA practice with common practice within Australian universities, and developments internationally. Following this research, a discussion paper was prepared which set out UWA's current position and



made suggestions for change to bring UWA professional development of teaching in line with best practice (see Appendix 9 and a discussion of the outputs and outcomes from this project on p21 of this report).

3. Outcomes and Outputs

UWA entered in to the TQI Project with a number of intended outcomes for the pilot project as a whole, and a number of detailed intended outcomes for each of the sub-projects. A number of these intended outcomes, particularly those relating to the improvement of teaching quality and student learning outcomes, and the development of benchmarking relationships are long-term objectives which will not be fully achieved in the life of the pilot project. However, a number of outcomes have been reached and this section will discuss the pilot project's achievements so far and the ways in which future outcomes will be evaluated. The UWA pilot project was ambitious in its scope, and whilst its achievements so far are modest the university is confident that the work undertaken in the last 18 months has laid significant ground work for the achievement of the longer-term aspirational outcomes of the project.

So far the project has:

- established a consultative, university-wide process that involves stakeholders in contributing to the development and implementation of the project
- provided a series of new instruments and measures for instituting quality teaching practice
- built a robust system of collecting and reporting information/data on teaching and learning quality.

Establishment of a university-wide process

The establishment of a consultative, university-wide process that involves the stakeholders in contributing to the development and implementation of the project is an outcome that has been achieved through the decision to use a research/consultative methodology (see previous section). This methodology has established a university-wide process for implementing the TQI Framework which can continue to be used by the university in to the future. The success of this methodology is being evaluated as part of the first part of the UWA pilot project evaluation and any changes necessary for further successful implementation will be made. So far, feedback relating to the research/consultative process has been positive, and feedback from the steering group is that it may be appropriate for use in other contexts as well. This methodology is labour intensive, but has many advantages in its ability to involve all members of the university's teaching and learning community in the decision making process, and to encourage a bottom-up approach to policy development which nevertheless maintains a strong basis in the research evidence. The success of this methodology so far can also be seen in the positive response which has been received from all stakeholders for the proposals put forward by the project team. In particular, the Teaching Criteria Framework had the potential to be a controversial proposal in the UWA environment, however the approach taken by the project, to present well researched, evidence-based proposals, which were gradually built up in to a final set of new teaching criteria through an iterative process of consultation and feedback assisted the project to build a positive, developmental case for the new initiative.

Review of Current Teaching and Learning Policy and Practice

The review achieved its intended outcome of providing comprehensive information relating to the current position of teaching and learning policy and practice at UWA,



enabling the steering group to focus the pilot project in an area where the greatest benefit could be achieved.

The review identified two main areas for future focus (and many reasons for celebration) in teaching and learning policy and practice at UWA. The first was in relation to formal assessment policy, and its reflection through all layers of the university. The second area of potential interest was in professional development and reward and recognition structures for teaching staff within the university. Given that the university had recently constituted an assessment standing committee to consider issues relating to assessment policy and practice, the steering group agreed that the project should focus on the 'promotion, recognition and reward of teaching.'

An unintended consequence of the review process was the opportunity to engage faculty representatives with the TQI Project at an early stage through the face-to-face interviews. By meeting with each of the associate deans (teaching and learning) or their equivalents to ensure that the review tables were complete and accurate it was possible to introduce these stakeholders to the wider concept of the TQI Project and what it hoped to achieve and get their feedback on the project's aims and objectives. These early discussions began a conversation about teaching and learning that has continued throughout the project and developed into a way of thinking about and talking about teaching and learning that is strongly informed by the TQI Framework. The response to the concept of the project from these faculty representatives was overwhelmingly positive and the momentum generated through these early conversations has driven the project as a whole.

A final report was published in February 2008 summarising the results of the review and was widely disseminated amongst teaching and learning stakeholders across the university. A second report was prepared specifically relating to assessment policies and their application for consideration by the Assessment Standing Committee. In addition, the information collected for the review has been published online as part of the online database sub-project.

Online database

The database was published in August 2008 and launched to stakeholders of the project and the wider university community. The information contained in the database was revised in October 2008, and an evaluation is currently underway to determine whether the database will be maintained in an ongoing capacity. Results from that informal evaluation so far indicate that there is support for the database amongst faculty stakeholders, the majority of whom believe the database will be useful to them in their teaching and learning activities, and find it easy to use. Whilst there is support from the faculties for continuing to maintain the currency of the information contained in the database, there are some concerns about the time and resources needed to do this.

The information contained in the database has contributed to preparations for AUQA 2009. Information about faculty practices has informed staff preparing the AUQA self-assessment regarding relevant projects and initiatives underway in the university and has avoided some further data collections which would otherwise have been necessary. The database itself is evidence of the university's commitment to evaluation and benchmarking.

The technical facility developed by Information Technology Services (ITS) meets the critical success factors specified by the project, and functions as per its specifications. Enhancements to its functionality are being considered as part of the current evaluation.



Unfortunately, detailed web statistics have only become available since the end of October; however these usage statistics will now be monitored as part of the ongoing evaluation of the database. In the first month of the database's operations it was accessed over two hundred times, and since then the limited figures available show a steady use of the facility.

Teaching Criteria Framework

Through the research, mapping and consultative phases of the criteria sub-project, the university agreed on a number of principles for the introduction of new teaching criteria, based on the concepts built in to the TQI Framework (Chalmers, 2007).

The final proposal for a teaching criteria framework at UWA uses the UK Professional Standards Framework as a model, see <http://www.heacademy.ac.uk/ourwork/policy/framework>). The proposed UWA Teaching Criteria Framework incorporates agreed definitions of effective practice in teaching; an agreed scope for the criteria which includes the framework underpinning all reward and recognition processes of the university; and a broad definition of 'teaching' which encompasses all types of teaching, resources and materials, support for students, curriculum planning, academic leadership, professional development, engagement with the scholarship of teaching and so on. The final proposal also responds to concerns about workloads, the apparent size and complexity of the proposal, and the use of standard descriptors for career levels, and consists of a set of activities, core knowledge and professional values which will be consistent for all purposes, will make the development of a teaching portfolio more efficient, and will allow evaluators and supervisors to assess performance and development (see appendix 8 – the UWA Teaching Criteria Framework). The framework is designed to enable staff to gather and provide evidence in support of their claims for quality teaching, and through this process also identify where further development may be required, and assist in the development of a case for promotion or other reward. So whilst the framework is essentially a developmental tool for staff it is able to be used to inform summative performance evaluations.

The proposal has been through a major consultative process with heads of school, deans, faculty representatives, and various relevant sections and committees of the university and the final draft proposal is now being considered by the University community. It is expected that the framework will be implemented in early 2009 alongside and in conjunction with changes to the Professional Development Review (PDR) process and a new academic career structure. It may also be integrated into any future appraisal systems as they are agreed by relevant stakeholders.

So far, the criteria sub-project has therefore achieved its intended outcomes of the development of new evaluative criteria for teaching quality which are robust and valid, evidence-based, differentiated by career level and based on agreed definitions of effective teaching supported by the research and using the TQI Framework. The success of the implementation of the new UWA Teaching Criteria Framework will be evaluated in September 2010 at the end of the pilot project period, along with consideration of the wider sub-project aims of improving teaching practices, and improving student learning outcomes through higher quality teaching.

Institutional Quality Indicators and Evaluative Systems

The reward and recognition indicators sub-project was quite ambitious in its intended outcomes, and had a number of longer-term objectives such as improving the satisfaction of staff with the reward and recognition processes at UWA, improving student learning



outcomes (through the provision of higher quality teaching) and improving the teaching practices of UWA staff.

Difficulties in using the framework tables to identify specific indicators; confusion surrounding the way that the framework tables should be used; and the way in which the project was using the term 'performance indicators' slowed progress on this project. It became clear early in the process that embedding new teaching quality indicators was going to be a significantly larger project than first envisaged, with significant background work required to identify appropriate indicators prior to implementation. Given this, the project may not be able to reach its long-term outcomes within the three year period of the pilot project. However, progress toward these longer-term objectives will still form the focus of the UWA project evaluation to be carried out in September 2010 at the end of the three year pilot period.

The main focus of the project so far has been on embedding new teaching quality indicators in to the university's planning and accountability cycles; and through this process, identifying indicators for use in the evaluation of other aspects of the pilot, and evaluating the usefulness of the framework itself.

A proposal for the introduction of a system of evaluating the promotion, recognition and reward of teaching at UWA is currently under discussion within the university and is based on each level of the university taking appropriate responsibility for teaching quality using a balance of different types of indicators. Priority areas for the development of indicators have been identified and a series of potential indicators working within a system for the reward and recognition of staff proposed (see appendix 6 for the full proposal).

Qualitative process/outcome indicators are the subject of benchmarking statements being developed jointly by UWA and Macquarie University which will be able to be used both for institutions to compare their practice, but also internally by institutions to review their own policy and practice and set priorities for development (see below). The university is now working on the development of the numerical data sets required for the output and outcome indicators identified by the project and the incorporation of all the indicators in to ongoing planning and accountability cycles such as the Operational Priorities Plan, the annual Teaching and Learning Indicators Report, and cyclical school and course reviews. The university is also investigating a range of schemes which may incorporate these indicators in to a wider set of teaching and learning performance indicators to provide incentives and rewards to faculties and schools (see section 6 Future Plans).

Through the work undertaken to develop the proposal for a system of evaluating the promotion, recognition and reward of teaching, a number of indicators were identified which will be used to evaluate the Criteria and Professional Development sub-project outcomes at the end of the three year pilot project, and these have been incorporated in to the evaluation plan (see appendix 3).

In addition, through working closely with the framework in developing the system, the UWA pilot project has been able to provide feedback to the national project team regarding the usefulness of the framework and the framework tables and this information has been incorporated in to this report (see Section 4 Sustainability / Transferability).

Benchmarking

One of the major intended outcomes for the UWA pilot project was the development of benchmarking relationships across the sector. The process of developing potential



benchmarking opportunities has commenced, with UWA and Macquarie University agreeing to undertake a benchmarking exercise in the area of promotion and career progression to test the TQI framework's potential in this area, and to drive enhancement through the TQI Project. The first step of this exercise was to develop appropriate benchmark statements, based on the TQI framework tables, which the two universities will use to evaluate their practice. Final drafts of these statements across the rewarding and recognising teaching section of the framework are currently under discussion at both universities. The benchmarking exercise with Macquarie University is likely to take place in early 2009.

Through the analysis of the framework tables undertaken for the reward and recognition indicators project, and consideration of what would be required for UWA and Macquarie to engage in a benchmarking exercise, an unanticipated outcome of the collaboration between the two universities has been the decision to develop benchmark statements from the TQI Framework as one of the major deliverables for the national project as a whole. Conceiving of the indicators contained in the framework as implied best practice statements led the two universities to think about ways in which the framework could be used to evaluate university processes in a systematic way, and a rubric has now been developed which allows for benchmark statements to be developed across all of the framework dimensions (see appendix 7 for statements).

Professional Development of Teaching: Discussion paper

The professional development sub-project has achieved its objectives of completing a review of professional development program and policies at UWA against national and international practice and making recommendations for enhancement of professional development programs and policies to the Centre for the Advancement of Teaching and Learning (CATL).

The discussion paper (see appendix 9) arising out of this project sets out a number of principles on which the research suggests the university's professional development of teaching program should be premised, and makes some suggestions regarding the improvement of current policies and programs to work toward best practice. In particular, the paper suggests that the university develop and enforce further expectations for new staff in relation to the Foundation of University Teaching and Learning (FUTL) course and for ongoing development; introduce a graduate certificate program (already in development); consider the ways that professional development of teaching programs are marketed; develop a more comprehensive sessional staffing policy; work toward more robust participation and completion data for professional development of teaching; and enhance the provision of online resources.

The suggestions for change arising from this sub-project have been forwarded to the Centre for the Advancement of Teaching and Learning (CATL) for consideration and implementation, following endorsement by the UWA Teaching and Learning committee in November 2008. The paper will also contribute to discussions surrounding the development of the University's new Operational Priorities Plan.

Outputs

So far the UWA TQI Pilot Project has produced the following outputs:

- an online database of teaching and learning policy and practice
- Benchmark Statements for the Reward and Recognition of Teaching at Institutional and Department Level (jointly with Macquarie University (see appendix 7)



- Conference Paper: Flowers & Kosman, 2008, Teaching Matters: Developing Indicators of Teaching Quality, a comparative study, presented at AUQF 2008
- Proposal for Indicators for Evaluating Reward and Recognition of Teaching at UWA - final draft (see appendix 6)
- Proposal for changes to professional development of teaching at UWA (see appendix 9).

The following proposals have arisen from the project and are currently awaiting final endorsement:

- Proposal for Teaching Criteria Framework (see appendix 8).

Longer-term Outcomes and Outputs

The following outputs will be achieved in the coming year:

- Benchmarking exercise with Macquarie University
 - Teaching Criteria Framework Policy and Procedures (including revisions to current promotion policy and guidelines for the development of an academic portfolio)
 - Revisions to the School and Course review policies to incorporate R&R indicators
- And the following proposals and plans arising from the project may be considered:
- Proposal for the introduction of performance funding in teaching and learning at UWA
 - Implementation plan for the development of statistical data collections for R&R indicators.

The following intended outcomes from the project will continue to be pursued throughout 2009, subject to the availability of appropriate resources, and their achievement will be evaluated in September 2010.

- To embed a series of new teaching quality indicators in to the University's planning and accountability cycle
- To develop benchmarking relationships with other Australian Universities in the area of teaching quality
- To improve professional development programs in teaching and associated policy
- To improve student learning outcomes (through the provision of higher quality teaching)
- To improve satisfaction of staff with the reward and recognition processes at UWA.

4. Sustainability / Transferability

The sustainability of the UWA TQI Pilot Project will depend on the way in which the project's objectives and outcomes can be built in to mainstream university business. This in turn relies on the ways in which the project has been able to engage various stakeholders in the TQI process, and depends in particular on whether those responsible for teaching and learning at UWA see the TQI Framework as a useful tool and a concept worth pursuing.

The transferability of the project is two-fold – firstly, the ability of the university to use the methods developed by the TQI Project to implement further areas of the framework, and secondly the potential for other universities around Australia to use the methods and resources developed by the UWA project to implement the framework in their own institutions. Again, this relies heavily on the usefulness of the framework itself, and this section of the UWA report will therefore be focused on an evaluation of the TQI



Framework; the way it has been used at UWA and how this will assist with the sustainability of the project, and its transferability.

The Usefulness of the TQI Framework

The TQI Framework is a complicated conceptual framework supported by resources consisting of research papers, diagrams and framework tables. The TQI Framework in its current form is a complex and amorphous series of concepts which universities need to work with and through in order to get the most benefit. When used as a trigger to consider practice, policy and enhancement the TQI Framework is a powerful conceptual tool; the framework enabled UWA to initiate a conversation surrounding issues of evaluation in teaching and learning that was previously lacking. It has provided the university with a scaffold around which to shape such conversations, provided principles supported by extensive research, and direction as to how the university can and should move forward in its attempts to improve the student learning experience. In particular, the link made in the framework between the institutional climate and systems of a university, and student learning outcomes (Chalmers, 2007) brings the experience of teachers to the foreground of conversations about learning, and provides a way of thinking about teaching which moves the conversation away from individual teaching preferences to systematic questions of quality. The flexibility of the framework also adds to its usefulness for enhancing practice at Australian universities – each institution can use the framework in its own way, for its own purposes, and achieve meaningful outcomes (Flowers & Kosman, 2008).

However, whilst the framework is a useful concept, the way it was presented to the pilot institutions made it difficult to use as a tool, either for reviewing practice or developing enhancements. One of the major outcomes from the Stage 2 pilots is the development of the framework from a concept in to a series of tools or resources which can now be transferred. This has occurred through individual pilot universities developing tools for their own and collaborative use, and also through the national project team responding to the needs of the pilot institutions in developing better versions of the framework throughout Stage 2 of the project.

The TQI Framework will never be a simple or easy tool – it is a complex developmental process which takes intensive engagement on behalf of the universities to use and implement, and its strength is in providing a structure around which discussions can occur and priorities be identified.

National Project Documentation

A number of reports and background papers were provided to the pilot institutions by the national project team as the project progressed. Initially, pilots were provided with: a summary of the TQI Framework 'An Agenda for Teaching and Learning in Australia', a suggested starting point for the pilot projects 'Getting the Project Started', and a draft of the major research paper arising from Stage 1 of the project 'A review of Australian and international quality systems and indicators of learning and teaching' (Chalmers, 2007). The purpose of the 'Getting the project started' document was not clear to the pilots, as it did not clearly articulate the benefits of the institutional audit it suggested as the starting point. An improved 'initiation' document for universities will make implementation of the framework simpler for other institutions. The agenda document on the other hand was very valuable to the UWA pilot project as a background briefing document and effective summary of the main concepts contained in the larger research paper.

A number of other reports from Stage 1 were distributed as they became available and were used as background research sources. These reports provided useful starting



places to access the research that had gone in to the construction of the framework and were particularly useful at UWA given the research based methodology.

Lastly, the pilots were provided with drafts of the TQI framework tables as they were developed by the national project team. Originally the purpose of the framework tables for the pilot institutions was not clear, and their size and complexity, combined with inconsistent language also caused difficulty. UWA approached the tables as implied best practice, but struggled with how to use them meaningfully to develop systems for evaluating reward and recognition structures, until the idea of developing benchmark statements arose out of discussions between UWA and Macquarie. The later tables which divided the indicators by type (input; process; output; outcome) were an improvement, however they are still not easy to implement. The division of indicators in to levels, while a central part of the conceptual makeup of the framework, and useful as a visual tool within the tables, is difficult to implement in practice, as there is significant overlap of indicators between levels, and universities have such diverse organisational structures.

The TQI Framework has the potential to be powerful for universities as a trigger mechanism in evaluating their own practice, identifying priority areas, and moving toward improvement. The draft nature of the framework tables slowed progress for the Stage 2 pilot institutions; however the resources arising out of Stage 2 should provide a more positive experience of working with the framework for subsequent universities.

Sustaining the project at UWA

Engagement

The most crucial aspect of sustaining the project at UWA will be to maintain the engagement of key teaching and learning stakeholders across the institution. This will be achieved through continuing to use the UWA Teaching and Learning Committee as the formal mechanism for considering TQI proposals, with continued input and feedback from a range of other stakeholders within the faculties, schools and administrative sections of the university as implementation progresses. There are a number of proposals relating to the TQI Pilot Project which will continue to need input from the UWA Teaching and Learning Committee in 2009, including the introduction of systems of promotion, recognition and reward indicators; the maintenance of the database; the implementation of the Teaching Criteria Framework; and the improvement of professional development of teaching through such things as improved Sessional staffing policies. By continuing to involve key committees and sections in the decision making for implementation of the proposals arising from the stage 2 pilot, it is hoped that engagement in the project and its objectives can be maintained.

Resources

To sustain the project at UWA it is important that appropriate resources continue to be assigned. A TQI Implementation Reference Group based on a smaller version of the current Steering Group will take over responsibility for the management of the project at UWA in 2009. The Pro Vice-Chancellor Teaching and Learning (PVC (T&L)) will continue to have overall responsibility for the project, however much of the day-to-day implementation work will become the responsibility of the Centre for the Advancement of Teaching and Learning (CATL) through the Senior Administrative officer (previously the TQI project officer), who will continue to oversee the implementation of the various aspects of the pilot project, and drive consideration of future implementation of other dimensions of the framework. The framework's inclusion in the university's new



Operational Priorities Plan will assist the Implementation Reference Group in bidding for available resources for the continued implementation of the project.

Relationship to other projects

The Teaching Criteria Framework is closely connected to changes being made to the Professional Development Review (PDR) process, the introduction of a performance appraisal system, and the introduction of a new academic career structure. The incorporation of the Teaching Criteria Framework as part of these other changes to academic life at UWA will significantly contribute to the project's sustainability. In addition, a review of student evaluations has recently been announced by the PVC (T&L), the outcomes of which will determine the extent to which student evaluations of teaching and courses can be included in the systems being proposed for the incorporation of reward and recognition indicators for teaching in to ongoing planning and accountability at the University.

The Database

The online Database of Teaching and Learning Policy and Practice has the potential to encourage ongoing engagement with the TQI Project as faculties and central administrators use and improve the information which has been collected. For this to occur, its revision and maintenance will need to be carefully managed so that it does not become a burden to faculty staff, and its usefulness to the faculties carefully monitored.

Mainstreaming

There are two main ways in which the promotion, recognition and reward of teaching can be incorporated in to mainstream practice at UWA – the adoption of the Teaching Criteria Framework as the basis of evidence for all reward and recognition processes (appointment, review, promotion, progression, and so on), and the incorporation of new performance indicators relating to the teaching experience into the university's planning and accountability cycles.

Inclusion of continued development and implementation of the TQI Framework into the new Operational Priorities Plan (OPP) for 2009-2013 will enable continued development of indicators relating to reward and recognition of teaching which can be incorporated into ongoing planning and accountability cycles over time. The Senior Administrative Officer in CATL will work with Planning Services and Education Policy Services to ensure that this development continues throughout the life of the new OPP. The data collected in the online database will also be able to contribute to this process.

It is anticipated that the implementation of the Teaching Criteria Framework will commence in 2009 and continue throughout 2009-2010 as a staged rollout. See Appendix 10 for a detailed implementation plan for 2009-2010.

Transferring the project at UWA

The methodology used for the pilot project at UWA was designed to be transferable both to other aspects of the TQI Framework and to other institutions implementing the framework. Its focus on evidence-based policy development, through an iterative process of research and consultation is well understood at UWA and can continue to be used by the university to implement other sections of the framework which are agreed upon by the university community.

Identifying future priorities for the TQI Framework will be a relatively simple process for the University given the resources that have been developed through the pilot project.



The online database provides the university with detailed information about current practice, the analysis already carried out for that review identified a number of areas which were potentially relevant, and the benchmark statements being developed for the national project will allow the university to re-assess its progress and make priorities for future implementation. Once priorities have been identified, the methodology used for the pilot project would be able to be applied to another dimension of the framework as appropriate. The current process of developing the new Operational Priorities Plan for the University for 2009-2013 is drawing on the TQI resources in setting priorities, and will also contribute to the future direction of the project at UWA. In the near term, the priorities for the university are to continue implementation of the current project proposals.

Should the university decide to implement another section of the framework the university will be able to take advantage of the resources developed by some of the other Stage 2 pilot institutions and these would become part of the research base of evidence used to inform the direction of the project at UWA.

Transferring the project to other institutions

Benchmarks

UWA has been involved with Macquarie University in developing a series of benchmark statements for the reward and recognition of teaching (institutional climate and systems dimension) at the institutional and departmental levels (see appendix 7). These benchmark statements have been designed to be able to be used by any Australian university to review their current policy and practice, and to set priorities for further development. The benchmarks are based on the TQI framework tables, and it is hoped that this interpretation of the indicators contained in the TQI Framework will provide a simpler method for universities using the framework to assess their practice and identify focus areas.

Teaching Criteria Framework

The Teaching Criteria Framework developed by the university may be useful for other Australian institutions looking at ways to assist staff in collecting evidence of the quality of their teaching. Whilst the framework has not yet been implemented at UWA, and it is therefore difficult to know its true impact or usefulness at this stage, it has a firm basis in evidence (UWA, July 2008) and a framework which is already in use in the UK (UK PSF).

Critical Success Factors for TQI implementation

Readiness and Engagement

Each of the pilot institutions involved in Stage 2 of the TQI project have talked about the 'readiness' of their institution for engagement with the TQI concept. Without high level commitment and a general acceptance by the university community that change is possible and timely the project would not have gained the wide-spread acceptance and support which it has enjoyed at UWA to this date. The engagement of staff with carriage over teaching and learning issues within the university is crucial to the success of the project – the complex and overlapping nature of the TQI Framework, and its 'whole of university' approach to evaluating teaching and learning makes the engagement of teaching and learning stakeholders invaluable.

Project Officer

The ability of the project to employ a full-time project officer to manage the project throughout the Stage 2 pilot was a significant factor in the success of the project at UWA.



A dedicated project officer assists with maintaining the momentum of the project, can encourage better engagement from other stakeholders (as they can relate to stakeholders one-on-one and have the time to do so), and can undertake a significant amount of work toward the project outcomes without needing to rely on external assistance. The UWA project was ambitious in its scope, and this was possible only because of the project officer's involvement.

Understanding limitations

The TQI Framework is a powerful conceptual tool for universities to engage with enhancing teaching quality, and develops a new way of conceiving of teaching and learning quality which will eventually benefit the whole sector. However, it is crucial for universities to understand the limitations of the TQI Framework if they are to make the best use of it. The framework does not provide a simple mechanism for measuring quality at the national level and will never be a simple tool for ranking universities. It can contribute to significant enhancement of teaching quality at the institutional level, but it is not a measuring tool. In understanding this, universities can gain greater engagement from academic staff who are wary of systems which purport to reduce teaching and learning to quantifiable rankings, and can work toward meaningful enhancement of teaching quality.

5. Impact

The impact of the TQI Pilot Project so far is difficult to gauge and will become much clearer toward the end of 2009 when the Teaching Criteria Framework and other proposals have been largely implemented. However, some impact has been felt and this will be discussed below. The University will continue to implement the proposals arising from the pilot in 2009-2010 and will undertake a more thorough evaluation of progress and impact at the end of the three year pilot period, including a stakeholder survey.

Project's Impact to Date

The impact to date has been largely in raising awareness of teaching and learning evaluation issues amongst stakeholders of the university. The use of the TQI Framework as a common language within which issues of teaching quality can be discussed systematically has allowed the ideas of the TQI Framework (institutional responsibility, linking institutional climate to learning outcomes, benefit of qualitative evaluation) to be incorporated in to discussions surrounding teaching quality in a way which ensures their durability. The TQI Framework has allowed the university to shift the focus of the discussion about teaching quality away from individual academic teaching styles and toward an understanding of the way in which institutional climate and systems can affect student learning outcomes. Feedback from the TQI Steering Group indicates that the use of the research/consultation methodology has had an impact on the way that policy development is considered by senior managers of the university. The success of the evidence-based approach to developing proposals for the TQI Project has shown that with sufficient resources it is possible to develop policy which is based around evidence which can then be tested in the university environment. Lastly, information gathered by the TQI Pilot Project along with other internal review mechanisms have resulted in the Pro Vice-Chancellor (Teaching and Learning) announcing a wide ranging review of all student evaluations used by the university.

Future Impact

The implementation of the Teaching Criteria Framework at UWA will potentially be a major influence on the way that academic staff think about, and provide evidence of the quality of, their teaching. The provision of a framework which defines the areas of activity



under which most teaching occurs, and the core knowledge and professional values that teaching staff are expected to be able to reference in their teaching provides clarity of expectation for teaching staff which has previously been lacking. In addition, through the provision of standard descriptors by career level which explicitly reference quality, development and leadership in differentiating between staff at different career stages, the university will have a set of university-wide expectations for the first time, which all staff can direct their development toward.

Changes to professional development of teaching policies and programs also have the potential to enhance teaching quality across the institution, for both permanent and sessional staff. In addition, if training is implemented which aligns with and complements the new Teaching Criteria Framework the university will have a powerful tool for encouraging the development of staff toward higher quality teaching, and therefore, better student learning outcomes.

Lastly, the incorporation of reward and recognition indicators into systems of planning and accountability such as the Operational Priorities Plan and Review of Academic Units and Courses will allow the university to monitor and evaluate progress in this area for the first time, and by emphasising the importance which the institution places on the support of its teaching staff will encourage schools and faculties to better engage with teaching and learning issues.

Student Learning Outcomes

A long term goal for the TQI Pilot Project at UWA remains the improvement of student learning outcomes as a result of improved teaching quality. However, it may be difficult to measure this outcome directly, and it is too early to consider such an evaluation at this stage.

Recommendations for Further Development

Nationally, it will be important that the TQI Framework develops into a set of resources or tools which are easily adapted by a large range of universities to their own context without losing the conceptual strength of the framework itself. Only if the framework can be developed into such a tool will its full potential be realised. As such, it is felt that the further development of the benchmarks begun by UWA and Macquarie, and expanded into other dimensions of the framework and to other levels will be important for the future impact of the framework nationally. Equally important will be a set of guidelines, or steps, which universities can follow to implement the framework as a way of reviewing practice and focusing development, which is clear and concise; which provides direction to institutions in improving practice once priorities have been identified; and which can be implemented using limited resources.

Within UWA the focus for further development will be on the implementation of the proposals arising from the pilot project.

6. Future Plans

Continuation of pilot sub-projects

In 2009, the implementation of the proposals and initiatives arising from the Stage 2 pilot project will continue. In particular, the following actions will be taken:

- implementation of the new Teaching Criteria Framework
- consideration by CATL of the recommendations arising from the Professional Development of Teaching sub-project



- further development of performance indicators for the reward and recognition of teaching and their incorporation in to ongoing evaluative systems used by the University
- development of benchmarking exercise with Macquarie University
- evaluation of the Stage 2 pilot projects' methodology, outcomes so far, and online database facility.

See Appendix 10 for a detailed implementation plan for 2009-2010.

Implementation of new dimensions

At this stage the University does not have specific plans for the implementation of other aspects of the TQI Framework. However, the inclusion of the framework as a tool within the new Operational Priorities Plan will ensure that where enhancement of teaching and learning issues arise, the framework will be considered as a tool for implementing change.

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15 December 2009

Appendices

TEACHING QUALITY INDICATORS PILOT PROJECT

THE UNIVERSITY OF WESTERN AUSTRALIA

Office of the Pro Vice-Chancellor (Teaching and Learning)

Prepared by Jacqueline Flowers (TQI Project Officer)

Appendix 1: Stakeholders in the UWA TQI pilot project

[Extracted from the UWA Pilot Project Consultation Plan March – June 2008]

Title / Group	Name / Leader	Interest
Pro Vice-Chancellor (Teaching and Learning) [PVC(T&L)]	A/Prof Jane Long	Project Leader
TQI Steering Group [TQI SG]	A/Prof Jane Long	Project Steering Group
Vice-Chancellor [VC]	Prof Alan Robson	
Senior Deputy Vice-Chancellor [SDVC]	Prof Margaret Seares	
Vice-Chancellor's Advisory Group [VCAG]	Prof Alan Robson	
Senior Managers Group [SMG]		
Education Policy Services	Sue Smurthwaite	Responsible for T&L policy
UWA Teaching and Learning Committee [T&L]	Prof Don Markwell	Committee responsible for T&L issues
Promotion & Tenure Committee	Prof Sue Berners-Price	Committee responsible for promotion criteria
Centre for the Advancement of Teaching and Learning [CATL]	Prof Denise Chalmers (end March 08)	Responsible for professional development in teaching
Organisational and Staff Development Services [OSDS]	Prof Shelda Debowski	Responsible for PDR
Course Structure Review	Prof Don Markwell	TQI has the potential to contribute to review
Human Resources [HR]	Bob Farrelly	TQI will potentially impact on promotion policy; new academic career structure and new collective agreement round
Planning Services	Rob McCormack	TQI will potentially impact on indicators in use; TQI has the potential to contribute to the development of the new OPP
Information Technology Services [ITS]		Development of technical facilities
Faculty Deans		Potential impact on faculty policy and process
Faculty Associate Deans (Teaching and Learning) or equivalent		Potential impact on faculty policy and process; expertise in T&L
Faculty Teaching and Learning Committees		
Faculty professional staff involved in T&L policy		
CATLyst Network		
Heads of School [HOS]		Potential impact on school process and policy; expertise in personnel and T&L issues
All Academic Staff		

Appendix 2: Review of Teaching and Learning Policy and Practice – categories of information

Original categories

1. Awards and Grants to recognise Teaching Excellence and Innovative Programs that support Student Learning
2. List of Teaching & Learning Policies and Plans
3. Mission, goals & objectives
4. Teaching & Learning Indicators in Use
5. Professional Development
6. Staff:
 - a. Appointment Criteria
 - b. Promotion Criteria
 - c. General Criteria used for Appointment and Promotion of Academic Staff
7. Review of Staff
8. Curriculum Review
9. Organisational Unit Reviews
10. Funding- LTPF and other
11. Graduate Attribute Statement and its Applications
12. Assessment Policy and its Applications
13. Student Experience

Revised categories for UWA context

1. Awards and Recognition
2. Teaching & Learning Policies and Plans
3. Teaching & Learning Indicators in Use
4. Professional Development
5. Staffing Policies (incorporating original categories 6 + 7)
6. Review Policies (incorporating original categories 8 + 9)
7. Funding- LTPF and other
8. Graduate Attribute Statement
9. Assessment Policy and its Applications
10. Student Experience

[Original category 3. 'Mission, goals and objectives' only relevant in comparison to other institutions and so removed for the purposes of the internal UWA review]

Appendix 3: UWA TQI Project Evaluation Plan

OFFICE OF THE PRO VICE-CHANCELLOR (TEACHING AND LEARNING)

THE TEACHING QUALITY INDICATORS PROJECT

EVALUATION PLAN

Prepared By: Jacqueline Flowers

Date: 16th May 2008

Last Revised: 18th November 2008

File reference: F22622

TRIM file no: 08/11479

Related Documents:

Project Description (Version 2) [TRIM Ref: 08/6859]

Stage 2 November 2007 – March 2009 (Version 3) [TRIM Ref: 08/7574]

Identifying Quality Indicators of Institutional Support for Quality Teaching and its Reward and Recognition – Draft: Version 2; 17th April 2008 [TRIM Ref: 08/8801]

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1. PROJECT NATURE AND SCOPE

The UWA Teaching Quality Indicators (TQI) Pilot project is one of eight pilot projects being undertaken in Australian universities as Stage 2 of the national Teaching Quality Indicators project being coordinated and funded by the Australian Learning and Teaching Council (ALTC) (formerly the Carrick Institute). Stage 1 of the national project involved the development of a framework of indicators of teaching quality. In Stage 2 the pilot universities will each trial an implementation of one aspect of that draft framework.

1.1. Focus

Promotion, Recognition and Reward of Teaching (Institutional Climate and Systems dimension of the TQI framework)

The pilot will be undertaken as a series of four simultaneous sub-projects:

- 1.1.1. **Audit Project** – to expand the work done in the initial stages of the pilot project to build a comprehensive database of teaching and learning policy, practice and projects across all Faculties and central administrative units of the University.
- 1.1.2. **Reward and Recognition Indicators Project** – detailed analysis of the TQI Framework table ‘rewarding and recognising teaching’ against UWA policy, practice and data collections, to identify a number of relevant and sustainable quality indicators for incorporation in to ongoing University planning and accountability cycles.
- 1.1.3. **Criteria Project** – development of a set of evaluative criteria of quality teaching for use in promotion & tenure processes and to align with Professional Development Review processes.
- 1.1.4. **Professional Development Project** – to have input in to the alignment and enhancement of professional development of teaching opportunities and policies.

1.2. Scope

The initial pilot project, funded by the ALTC will be undertaken over a period of eighteen months from September 2007 – February 2009. The University is committed to the TQI for a total of three years and work will therefore continue through until 2010. The eighteen month pilot project will limit itself to a narrow set of tasks defined by the sub-projects above, although it will be informed by parallel initiatives occurring across the University and the higher education sector. The project takes in the whole of the University of Western Australia.

1.3. Outcomes

1.3.1. Audit Project

- Complete a review of current teaching and learning practice in thirteen categories of teaching and learning indicators identified by Stage 1 of the national TQI project at the university wide, faculty and school levels
- Publication of the results of the review in an on-line database of teaching and learning policy and practice, and development of associated guidelines for the maintenance of the database
- Contribution to preparations for AUQA 2009

1.3.2. Reward and Recognition Indicators Project

- Identify priority areas for evaluation and enhancement
- Develop appropriate indicators for inclusion in UWA planning and accountability cycles
- Revise, develop and implement policy documentation where appropriate for the identified priority areas.

1.3.3. Criteria Project

- Develop new evaluative teaching criteria for promotion and professional development review processes
- Implement new evaluative teaching criteria for promotion and professional development review processes

1.3.4. Professional Development Project

- Complete review of professional development program and policies at UWA against national and international practice
- Recommendations for enhancement of professional development programs and policies

1.3.5. Global Outcomes

- Establish a consultative, university wide process that involves the stakeholders in contributing to the development and implementation of the project
- Build a robust system of collecting and reporting information/data on teaching and learning quality

1.4. Conceptual and Theoretical Framework

The UWA TQI project is underpinned by the research undertaken in Stage 1 of the national project. The UWA project uses the Teaching Quality Indicators Framework developed from this research to drive the project.

1.5. Context of the Project

As one of eight pilot institutions the main context for the UWA pilot is the national TQI Project. The project at UWA is operating in a context of change and development, including a proposal for a new Academic Career Structure, a review of the Professional Development Review process, and the ongoing Course Structures Review. In the wider higher education context, quality indicators for teaching which are driven by the sector are seen as timely and of national importance.

1.6. Key Values

The UWA TQI Project values an evidence based consultative methodology, and open communication between pilots and within the University. In addition, the project commences with the assumption (supported by the research) that quality teaching and reward and recognition of teaching can be effectively measured by Australian Higher Education Institutions.

2. PURPOSE AND SCOPE OF EVALUATION

2.1. Purpose

- 2.1.1. To provide UWA with information on the effectiveness of the design and methodology of the UWA TQI pilot project to inform any decision to expand the implementation of the framework and to improve future projects in this area.
- 2.1.2. To determine the extent to which the sub-project outcomes have been achieved.
- 2.1.3. To determine whether the implementation of the framework at UWA has enhanced the promotion, recognition and reward of teaching at UWA.

2.2. Scope

As a pilot project institution the University has a responsibility to assist the ALTC with their evaluation of the wider project, and in particular to provide feedback on the efficacy of the TQI framework. This evaluation will be carried out separately to the UWA project evaluation and is not included as part of this evaluation plan. However the two stages of evaluation will necessarily overlap and the ALTC will be an audience for the UWA project evaluation. The national project leader is expected to provide pilot institutions with appropriate guidance on the evaluation required by the ALTC in regards to the wider project in the near future at which time UWA will consider how to evaluate this aspect.

The UWA project evaluation will focus on project design / methodology and on success in achieving intended outcomes for each of the sub-projects and overall. The UWA evaluation will take place in

three parts; feedback gathering at the end of eighteen months (February 2009), a survey to take place in late 2009, and a formal summation at the end of three years (September 2010)

3. EVALUATION STAKEHOLDERS AND AUDIENCES

3.1. Stakeholders

This list is extracted from the UWA TQI Pilot Project Consultation Plan 12.3.08. The following identifies all potential individual and group stakeholders in the TQI project at UWA who may need to be consulted on various aspects of the project as it progresses.

Title / Group	Name / Leader	Interest
Pro Vice-Chancellor (Teaching and Learning) [PVC(T&L)]	A/Prof Jane Long	Project Leader
TQI Steering Group [TQI SG]	A/Prof Jane Long	Project steering group
Vice-Chancellor [VC]	Prof Alan Robson	
Senior Deputy Vice-Chancellor [SDVC]	Prof Margaret Seares	
Vice-Chancellor's Advisory Group [VCAG]	Prof Alan Robson	
Senior Managers Group [SMG]		
Education Policy Services	Sue Smurthwaite	Responsible for T&L policy
UWA Teaching and Learning Committee [T&L]	Prof Don Markwell	Committee responsible for T&L issues
Promotion & Tenure Committee	Prof Sue Berners-Price	Committee responsible for promotion criteria
Centre for the Advancement of Teaching and Learning [CATL]	Prof Denise Chalmers (end March 08)	Responsible for professional development in teaching
Organisational and Staff Development Services [OSDS]	Prof Shelda Debowski	Responsible for PDR
Course Structure Review	Prof Don Markwell	TQI has the potential to contribute to review
Human Resources [HR]	Bob Farrelly	TQI will potentially impact on promotion policy; new academic career structure and new collective agreement round
Planning Services	Rob McCormack	TQI will potentially impact on indicators in use Development of new OPP 2009-2013
Information Technology Services [ITS]		Development of technical facilities
Faculty Deans		Potential impact on faculty policy and process
Faculty Associate Deans (Teaching and Learning) or equivalent		Potential impact on faculty policy and process; expertise in T&L
Faculty Teaching and Learning Committees		
Faculty professional staff involved in T&L policy		
CATLyst Network		
Heads of School [HOS]		Potential impact on school process and policy; expertise in personnel and T&L issues
All Academic Staff		

3.2. Audiences

The following groups are audiences for various aspects of the UWA TQI project evaluation:

- Australian Learning and Teaching Council
- Pro VC (T&L) and Manager, Education Policy Services
- Centre for the Advancement of Teaching and Learning (sub-projects 3 and 4)
- UWA Teaching and Learning Committee
- UWA Promotion and Tenure Committee (sub-project 3)
- Human Resources (sub-project 3)

3.3. Primary Stakeholder and Audience

The Pro Vice-Chancellor (Teaching and Learning) at UWA is the primary stakeholder and audience for the evaluation of the UWA TQI pilot project. The evaluation will be used to make decisions about the further implementation of the TQI and its impact at UWA.

4. KEY EVALUATION QUESTIONS AND CRITERIA

Key questions for the evaluation are listed below. For each of these questions a number of criteria have been devised.

February / September 2009

4.1. How might the project methodology be improved to streamline implementation of other aspects of the TQI Framework?

- Extent to which the project methodology was considered appropriate, efficient and useful
- Evidence that the methodology can be adapted for implementation of other dimensions of teaching quality

4.2. To what extent have the sub-project outcomes been achieved (18 months)?

4.2.1. Audit Project

- Report on Review of Current Teaching and Learning Practice based on data collected at institutional, faculty and school levels disseminated to appropriate university stakeholders
- Use of the framework to inform the 2009 AUQA Audit
- Publication of on-line database facility which meets the following critical success factors:

Factor	Measure
User friendly interface	To encourage wide acceptance the tool must be easy to use and require minimal training. Minimize learning by commonality & compatibility of functions with other frequently used software Drop down lists and pre formatted fields used to assist in data integrity Screens are clear and uncluttered Navigation is simple and intuitive
Wide accessibility to users	All users have access through a single common gateway
Ease of modification	Modification does not require major re work when addressing future requirements
Version Control	Activity is recorded and retrievable
Security of data and user access	Data locking to protect integrity & update access is to authorised users only
Report outputs	Printing & reporting is able to meet corporate and end user needs
Affordability	Cost less than commercial packages and no financial imposition on individual business units.
Low maintenance	Capable of being maintained by in house IT resources.

- Evidence that faculty stakeholders consider the database useful in an ongoing capacity

4.2.2. Reward and Recognition Project

- Development of quality indicators for use in planning and accountability cycles in the following agreed areas:

Provision of a comprehensive professional development program in teaching and learning (including online resources) which includes the following features:

- Is supported by comprehensive policy documentation at institutional and faculty level including definitions, expectations, and workload policies which reflect the institution's priorities.
- Complements the institutional strategic objectives
- Meets faculty and discipline needs, and assists academic staff to identify the needs of individual programs
- Provides different programs for staff at different career stages, and programs appropriate for professional / support staff involved in teaching and learning and training for sessional/casual staff involved in teaching and learning.

Includes provision of a dedicated teaching and learning induction, including written materials, provided by

a trained specialist
Provision of appointment criteria and process which reflect the following values: - Common processes across institution - Teaching criteria for appointment reflect institutional values - Criteria and processes are consistently applied by selection committees Clear information is provided about the teaching qualities required, and the specific discipline skill sets desired.
Provision of an annual review process which reflects the following values: - Developmental - Clear processes and criteria - Clear expectations and objectives for staff which align with institutional needs - Supervising staff are appropriately trained in the process, and in providing staff development and career planning advice, and are appropriately knowledgeable about the expectations for quality teaching - Actively monitored - Unsatisfactory performance adequately addressed.
Provision of a promotion process which reflects the following values related to the teaching component: - Clear policy and process on career paths which includes a contribution for T&L - Clear criteria for teaching, including level / quality of evidence required - Criteria are common across the institution but take in to account disciplinary differences - Clear documentation regarding criteria is provided to staff and evaluators Professional development opportunities reflect expectations for quality teaching
Review of teaching evaluation at program level (SPOT results by school/degree; CEQ results by Field of Education and other appropriate student evaluation tools to be identified)
Maintenance of faculty awards which comply with UWA policy and include: - Awards which recognise a range of staff and activities and which use Carrick award criteria - Nomination and selection procedures embedded in policy - Provision of award ceremony

4.2.3. *Criteria Project*

- Development of new evaluative teaching criteria and their inclusion in revised Professional Development Review process

4.2.4. *Professional Development Project*

- Recommendations for the development and implementation of enhanced professional development of teaching policy and programs

September 2010

4.3. *To what extent have the sub-project outcomes been achieved (three years)?*

4.3.1. *Reward and Recognition Project*

- Implementation of revised policy documentation and alignment of reward and recognition process at UWA
- Evidence of quality indicators for the promotion, recognition and reward of teaching embedded in the University's cycle of planning and accountability
- Evidence of benchmarking relationships in the area of promotion, recognition and reward of teaching developed with other universities

4.3.2. *Criteria Project*

- Implementation of evaluative criteria for teaching in appointment, promotion and annual review processes
- Evidence that evaluative criteria have enhanced the value of teaching in promotion and review processes.

4.3.3. *Global Outcomes*

- Evidence of a robust system of collecting and reporting information/data on teaching and learning quality

4.4. *To what extent has the promotion, recognition and reward of teaching been enhanced?*

- Evidence of improved teaching quality as measured by –

Registration, Attendance and completion rates at professional development in teaching activities (including formal qualifications) by type of staff (academic / professional, permanent / casual); level of staff; faculty; school; type of development (including induction participation)
Satisfaction rates of staff participating in professional development activities as reported in Working Life Survey Results; and SPOT surveys undertaken to evaluate individual programs
Number of staff (by faculty, school level, type, as % of total no. of staff) completing the PDR each year.
Number of staff (by level, type, faculty, school) who are promoted as a % of applications received (including number of staff who are promoted with teaching as one of their areas of focus)

5. DATA COLLECTION

Evaluation question	Source of Information			
	Steering committee	Staff	Policy documentation	Other
How might the project methodology be improved to streamline implementation of other aspects of the TQI Framework?	✓			
To what extent have the sub-project outcomes been achieved	✓	✓	✓	✓
To what extent has the promotion, recognition and reward of teaching been enhanced?	✓	✓	✓	✓

5.1. Sources of information

- Stakeholder interviews/survey – methodology and on-line database facility
- Informal feedback on implementation in faculties / schools from staff
- Analysis of policy documents against quality indicators (see criteria above)
- Data collections for: PDR completions; promotion success; professional development participation and satisfaction (see criteria above)
- Critical Success Factors for on-line database facility

6. RESOURCES AND SKILLS

Data collection to be undertaken by the TQI Project Team in liaison with Planning Services (including the IRU).

7. DISSEMINATION OF FINDINGS

The results of the project evaluation will be included in the final report to the ALTC, will be published on the UWA TQI web-site, and will be made available to potential future TQI project participants if requested by the ALTC.

Initial reporting will take place in February 2009. However, the project will not be able to be fully evaluated by this date, and a further report will be disseminated in September 2010.

8. EVALUATION TIME-LINE

2008

Task	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Evaluation preparation:									
Approval for evaluation plan and confirmation of required resources			⇒						
Develop interview protocols and surveys					⇒	⇒			
Data Collection									
Conduct interviews with key stakeholders and gather informal feedback							⇒	⇒	⇒
Monitor on-line database facility use with reference to critical success factors				⇒	⇒	⇒	⇒	⇒	
Reporting									
Analysis of revised policy against quality indicators								⇒	⇒
Report on on-line database facility with reference to critical success factors									⇒
Report Submitted to ALTC									⇒

2009 - 2010

Task	Jan 2009	Feb	April– Aug	Sept	Oct	Nov 09 – Jun 2010	July	Aug	Sept
Data collection									
Undertake satisfaction survey				⇒	⇒				
Analysis of new or revised policy against quality indicators	⇒	⇒							
Prepare comparative statistics for key quality indicators (07, 08, 09, 10 stats)							⇒	⇒	⇒
Review implementation progress for R&R and Criteria projects							⇒	⇒	⇒
Reporting									
First evaluation report published		⇒							
Second evaluation report published									⇒

Appendix 4: TQI Steering Group membership and Terms of Reference

THE TEACHING QUALITY INDICATORS PROJECT AT UWA STEERING GROUP – TERMS OF REFERENCE Revised May 2008

MEMBERSHIP

Associate Professor Jane Long (Pro Vice-Chancellor Teaching and Learning), Convenor
Professor Sue Berners-Price (Chair, Promotions and Tenure Committee)
Mr Robert Farrelly (Director, Human Resources)
Director, Centre for the Advancement of Teaching and Learning
Mr Rob McCormack (Director, Planning Services)
Ms Sylvia Lang (Acting Academic Secretary, and Head, Academic Secretariat)
Dr Bruce Mackintosh (Director, International Centre)
Professor Brett Kirk (Nominee of Deputy Chair, Academic Board)
Ms Sue Smurthwaite (Manager, Education Policy Services)
Mr Jon Stubbs (Director, Student Services)
Ms Jacqueline Flowers (Project Officer, Teaching Quality Indicators), Executive officer

ROLE

The role of the TQI Project steering group is to provide executive support and sponsorship to the project, inform the direction of the project at UWA, provide advice, support and information to the project officer as required, and to champion the project throughout the University community.

MEETINGS

The steering group will meet 4-6 times per year, or as otherwise required as determined by the convenor, PVC (T&L)

The steering group will convene for the duration of the TQI Project, September 2007 – December 2009, after which time its role will be reviewed.

TERMS OF REFERENCE

The steering group will:

- Consider progress reports presented by the Project Officer
- Endorse or reject recommendations from the Project Officer relating to the project
- Decide the UWA focus for the implementation of the draft framework in consultation with the University's executive and with regard to the University's strategic and operational objectives and with reference to the audit of current practice carried out for the project.
- Provide advice and support relating to the gathering of data for the audit of current practice to the project officer.
- Provide information and advice regarding other University activities which have relevance to the project.

PRO VICE-CHANCELLOR (TEACHING AND LEARNING) [CONVENOR]

As the convenor of the steering group the PVC (T&L) will oversee the project on behalf of the executive, provide management and direction to the project officer, convene meetings of the steering group and ensure timely and accurate meeting papers are distributed, sponsor the project at UWA and champion it to the university community.

PROJECT OFFICER (Executive Officer)

The Project Officer (TQI) will manage and undertake the project at UWA in consultation with the PVC (T&L) and in liaison with project officers from the other pilot institutions. She will carry out the audit of current teaching and learning practice, and manage the process of implementation of the draft framework. She will act as the Executive officer to the TQI steering group, and in consultation with the convenor prepare meeting papers for the steering group as required. The Project officer may also make presentations to the steering group regarding the progress of the project and will prepare progress reports and recommendations for the consideration of the steering group.

Appendix 5: List of Reports and Publications

Project documentation

- Project Description
- Stage 2 Project Description
- Project Overview
- Consultation Plan March – June 2008
- Consultation Plan July – Dec 2008
- Progress Report January 2008
- Progress Report April 2008
- Progress Report August 2008
- Evaluation Plan

Review of current teaching and learning practice

- Discussion Paper - The Focus of the Project at UWA
- Final Report on Current Teaching and learning Practice at UWA
- Report on Assessment Policy and Practice at UWA
- Summary tables for the Audit of Current Teaching and Learning Practice at UWA
- Summary Table - Analysis - Survey on Teaching and Learning Policy for Schools
- Summary Tables - Survey on Teaching and Learning Policy for Schools
- Summary of Results from School Survey

Online database

- Proposal for online database
- Functional Requirements Specification

Criteria sub-project - development evaluative criteria of teaching quality

- Literature Review: What constitutes good teaching and how do we know if we are doing it?
- Proposal for the Development of Evaluative Criteria to Measure Quality Teaching
- Discussion Paper: Development of Evaluative Criteria for Teaching
- Draft Illustrative Examples (appendix to discussion paper)
- Teaching Criteria Framework (final draft)

Reward & Recognition Indicators sub-project - identifying key quality indicators

- Interim Report on Mapping Project
- Identifying Quality Indicators for the Promotion, Reward and Recognition of Quality Teaching
- Baseline Data report
- Brief Investigation in to Performance Funding for Teaching
- Priorities for indicators at UWA - a discussion paper for the TQI Steering Group
- Indicators for Evaluating Reward and Recognition of Teaching at UWA (final draft)

Professional development sub-project - improving professional development of teaching

- Literature Review: Professional Development of University Teachers
- Professional Development of Teaching Discussion Paper

Appendix 6: Indicators for Evaluating Reward and Recognition of Teaching at UWA (Final Draft)

OFFICE OF THE PRO VICE-CHANCELLOR (TEACHING AND LEARNING)

TEACHING QUALITY INDICATORS PROJECT
REWARD AND RECOGNITION INDICATORS SUB-PROJECT

INDICATORS FOR EVALUATING REWARD AND RECOGNITION OF TEACHING AT UWA

First Draft: 16th October 2008
Last Updated: 27th October 2008

Prepared by: Jacqueline Flowers (TQI Project Officer)
File Reference: F22622
TRIM file No: 08/26314

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1. Introduction

The University of Western Australia is one of eight pilot universities who have been trialling an implementation of the Teaching Quality Indicators (TQI) framework as part of Stage 2 of a national Australian Learning and Teaching Council (ALTC) project. For background to the Teaching Quality Indicators project both nationally and within UWA please see: www.teachingandlearning.uwa.edu.au/indicators

The evidence suggests that in order to improve teaching quality it is crucial that universities have systems and processes in place which demonstrate the value placed on teaching by the institution. Equally important is the ability for the university to robustly evaluate its efforts in this area. Only with valid indicators for reward and recognition processes, and a system which embeds the assessment of such indicators in to everyday activities, can the university move systematically to enhance the reward and recognition of its teaching staff. The research shows that an institutional climate which values and rewards high quality teaching is likely to have a positive impact on student learning outcomes (Chalmers, 2007).

The need for UWA to focus on the promotion, recognition and reward of teaching through the TQI project was agreed by the steering group following a comprehensive snapshot review of current teaching and learning policy and practice in November 2007, which identified a number of areas relating to the reward and recognition of staff where the university could make improvement. Other sub-projects have been implemented to address issues in professional development of teaching, and to develop criteria used to evaluate teaching quality for promotion and professional development review processes.

This paper arises from the Reward and Recognition indicators sub-project which has focused on ways that the evaluation of promotion, recognition and reward structures for UWA academic teaching staff can be embedded in to university practice, in order that enhancement in these areas can be robustly measured and evaluated. The paper suggests a way forward both for the development of qualitative and quantitative performance indicators in this area, and also for the development and revision of evaluative systems within the university in to which such indicators can be incorporated.

2. Background to this Report

The Teaching Quality Indicators (TQI) framework has two main parts; the first is a conceptual framework (see figure 1) which identifies four dimensions of practice which have the potential to impact on student learning outcomes, at various levels of the institution, and the way that they can be meaningfully evaluated through the use of different types (input, process, output, outcomes) of performance indicators. The second is a series of framework tables which identify potential performance indicators in each of the four dimensions, across four levels of the institution (institution, faculty, program, and teacher).

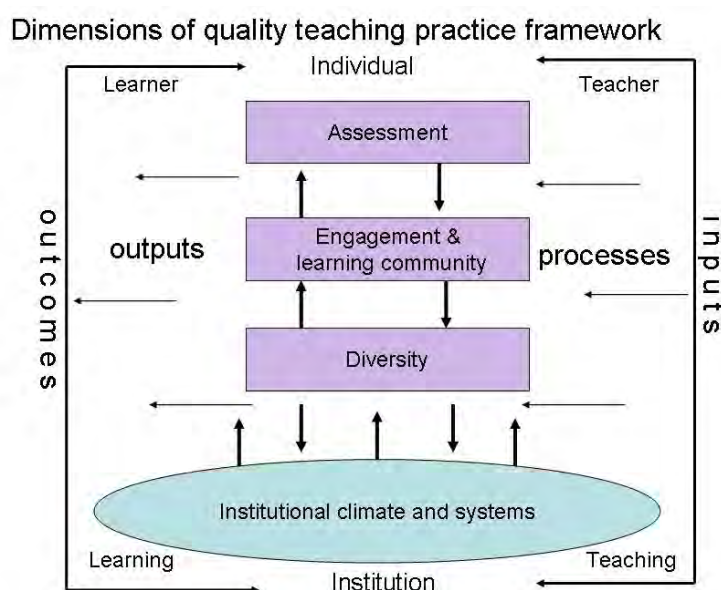


Figure 1: Teaching Quality Indicators Framework

The Reward and Recognition indicators sub-project commenced with a detailed analysis of the framework table 'rewarding and recognising teaching' within the Institutional Climate and Systems dimension to identify indicators which were potentially relevant to the operational and strategic priorities of the university. Further mapping was also undertaken to compare the availability of data sets relating to the reward and recognition of teaching at UWA against the quantitative indicators suggested as relevant by the framework, and a baseline data report published. Simultaneously, a small research project was undertaken into performance funding models for teaching and learning at other Australian universities.

Following the development of a consolidated set of potential indicators, the TQI steering group identified a number of priority areas for the university on which a system of indicators would concentrate:

1. Professional Development of Teaching
2. Appointment Criteria and Process
3. Annual Review Process
4. Promotion Criteria and Process
5. Teaching Evaluations (student and peer)

6. Teaching Awards and Grants
7. Support for teaching staff provided by schools

3. Evaluating Promotion, Recognition and Reward of Teaching

This paper arises from the research and development summarised above and sets out the principles for the development of a system of promotion, recognition and reward indicators at UWA. It recognises the importance of each level of the university taking responsibility for teaching quality (Chalmers, 2007); the importance of using a balance of different types of indicators for evaluation (Chalmers, 2008); the advantages of a coherent aligned system in effecting change; and the need to engage faculties and schools with the indicators through the use of incentives and rewards.

The following indicators have been identified through the TQI framework and are organised by the priority areas identified by the project's steering group.

Priority Area	Input	Process	Output	Outcome
Appointment	<i>Criteria</i>	Clear, well established and understood appointment processes and policies that actively support contributions to learning and teaching.		Appointments made with clear basis of evidence on teaching quality
Annual Review	<i>Criteria</i>	Clear, well established and understood annual review processes and policies that actively encourage contributions to learning and teaching	PDR completion rate	Satisfaction of staff with PDR process
Promotion	<i>Criteria</i>	Clear, well established and understood promotion and career progression processes and policies that actively support contributions to learning and teaching	Rate of promotion for staff with teaching focus	Satisfaction of staff with promotion process Promotion decisions made with clear basis of evidence on teaching quality
Professional Development		<i>Comprehensive, well established and understood professional development of teaching processes, programs and policies that actively engage all teaching staff of the university</i>	<i>Participation rate</i>	<i>Satisfaction / completion rates</i>
School support for teaching		Process in place to ensure that staff are provided with leadership opportunities in teaching and learning, are appropriately mentored, are encouraged to apply for promotion and for study leave with a teaching focus; and in which staff are encouraged to discuss teaching research and where workloads, contracts etc. are monitored closely	Nos. of promotion and study leave applications with a focus on teaching; <i>Nos. participating in professional development activities</i>	Staff satisfaction with teaching support Student evaluations of teaching at school level Awards and Grants applications / success at school level
Student Evaluations		Comprehensive, systematic and coherent student evaluation of teaching policies and processes	Survey satisfaction rates	Use of student evaluations in promotion, PDR, and school/faculty target setting
Peer Review		Comprehensive, systematic and coherent peer review of teaching policies and processes	No. of staff participating in peer review system	<i>Use of peer review results in promotion and PDR processes</i>

Awards and Grants	Funding	Comprehensive and inclusive teaching and learning awards, grants and scholarships programs which actively promote excellence and research in teaching and learning	No. of awards and grants available	% success rates (applications to awards/grants)
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*Indicators in *italics* are currently being developed by other TQI sub-projects

4. Developing Indicators

1 *Process Indicators - Benchmarks*

UWA and Macquarie University are in the process of developing a set of benchmark statements based on the 'rewarding and recognising teaching' table from the Institutional Climate and Systems dimension of the TQI framework. It is intended that these benchmark statements will form the basis of an exercise between the two institutions as part of the wider TQI project, however they are also intended to become part of a resource which can be used by any Australian institution to review their practice against the TQI framework, setting priorities for development and identifying their position in a development cycle. Eventually it is hoped that similar benchmarks will be developed for each of the four dimensions of the TQI framework. Draft statements are currently under discussion at the two universities.

These benchmark statements can be used systematically to set priorities for ongoing policy development and enhancement both at the university level and for individual faculties / schools; in some areas this is already occurring through the TQI project. The benchmark statements are necessarily a qualitative tool, and whilst they allow comparison between institutions or faculties, any assessment of performance using the statements will require contextualisation and should be undertaken as part of a developmental process.

2 *Numerical Indicators / Statistical Collections*

The university currently lacks many of the detailed statistical collections suggested by the TQI framework for evaluation of reward and recognition structures of the university.

Significant work is needed to develop the statistical collections which will enable the university to robustly evaluate progress in this area. In particular, the university may decide to develop data collections for the following indicators:

1. PDR completion rate (100% required)
2. Professional development of teaching participation / completion rates
3. No. of staff participating in Peer Review of Teaching system
4. Rate of promotion for staff with a teaching focus
5. External Awards and grants – applications as % of staff; success as % of applications
6. Internal Awards and grants – number available and funding

In addition, the university may also consider the merit of developing more detailed data collections which will allow the evaluation of the following outcome indicator:

7. Staff satisfaction with teaching support (including review, promotion, professional development, school support) [potential use of the existing instrument the 'working life survey' or development of a new annual staff satisfaction survey]

and may also wish to consider the merit of developing mechanisms to report on the output indicator:

8. Nos. of staff taking study leave with a teaching and learning focus

For each of these indicators, data should be available which allows analysis at the faculty and school level; by equity groups; by type of staff (e.g. permanent / casual; full-time/part-time; academic / general); and level of staff. Eventually, longitudinal analysis should also be made available. Further, these statistics should be held in a central location, reported on an annual basis, and be available to all members of the university community who have responsibility for operational and strategic planning or carriage of teaching and learning matters. Some of the

above data collections may be more useful in comparison with other like universities (external awards for example). In some areas progress toward the development of these indicators has already commenced.

The university already has significant data collections relating to student evaluations of teaching / student satisfaction, however much of this data is not available in aggregated format because of the confidential and voluntary nature of the SPOT survey and cannot therefore be used by the university in evaluating institutional performance. Whilst the SURF can be used for this purpose, it is not a direct evaluation of teaching, but is instead focused on the organisation of a unit. All instruments used to collect student satisfaction data are currently under review by the Office of the Pro Vice-Chancellor (Teaching and Learning). The outcome of this review will determine the ways in which student evaluations of teaching can be used as indicators for institutional performance. Of particular importance is the reporting of student evaluation of teaching data in aggregated format at the school level, including the availability of comparative data.

RECOMMENDATION 1: The University work toward the development and implementation of reward and recognition performance indicators based on the TQI framework

5. Developing Systems

1 Operational Priority Plans (OPP)

Reward and Recognition Indicators will have the greatest impact if they are integrated in to mainstream planning and accountability processes. Indicators relating to the Reward and Recognition of Teaching are relevant for both the Education section of the Operational Priorities Plan (OPP) and the People and Resources section, and the project is working toward incorporation of the TQI project in the 2009 – 2013 plan with the relevant working parties.

Data collections to support target setting in these areas will not be available for a number of years, however their development will allow such data to be used in the future to measure progress, through reporting in publications such as the annual Teaching and Learning Indicators report and the incorporation of targets into future operational priority plans.

2 School / Course Reviews

Evaluation of indicators relating to the reward and recognition of staff can be incorporated in to the existing school and course review processes as one way of ensuring that responsibility is taken at the school level, and policy is appropriately embedded. Indicators relating to school support for teaching staff, including the use of the benchmark statements at the school level, and analysis of the numerical indicators suggested above, can be used by schools as evidence of quality in teaching portfolios and included in the terms of reference for school and course reviews.

3 Incentives and Rewards

The university already has a number of funding mechanisms to support teaching and learning including the Distinguished Teaching and Learning Award for Schools and a number of grant schemes aimed at individuals and faculties which award funds for specific projects. The university also allocates funds received from the Learning and Teaching Performance Fund (LTPF) to faculties for activities related to enhancing teaching and learning, and this allocation includes a performance component.

There are a number of options for expanded incentive and reward schemes to promote teaching and learning quality which the university may consider:

1. Incentive scheme for schools based on indicators relating to staff engagement with teaching and learning such as gaining a qualification in university teaching, receiving a teaching award, or publishing research on university teaching.
2. Performance funding of teaching and learning at the faculty level – either:
 - a. Automatic allocation of budget monies according to performance on numerical performance indicators; or
 - b. Allocation of budget monies on the basis of a report submitted by each faculty evaluating their performance against chosen indicators, identifying priorities for enhancement
 - c. Allocation of budget monies on the basis of faculties meeting set targets – performance indicators are used to determine whether the faculty has met a pre-determined benchmark.

Option b. allows greater flexibility to account for disciplinary context, and the inclusion of qualitative indicators, however it requires an evaluation panel to consider the submissions and make decisions regarding budget allocations. Option c. removes the competitive aspect of a performance funding scheme, whilst retaining the reward for excellence concept, as faculties do not compete against each other for funds; however it may be more difficult to incorporate qualitative indicators.

For any of these options, there are three main types of indicators which may contribute to a performance funding scheme:

1. Output/outcome numerical performance indicators relating to students such as progress and retention, completion, CEQ, SURF and GDS. Discipline context can be taken in to account by using comparisons with like disciplines in the G08. These types of indicators are already used extensively by the university.
2. Output/outcome numerical performance indicators relating to staff such as participation rates in PDR, peer review and professional development; publications in teaching; and success in awards and grants for teaching and learning
3. Process indicators - usually measured through the submission of a self-assessment report. It is suggested that the proposed benchmark statements based on the TQI framework could contribute to such an assessment.

The development of any an incentive/reward system would need to be carefully formulated, and include a balance of incentive funding which encourages faculties / schools to engage with teaching and learning issues and commit to enhancement; and rewards those faculties / schools which demonstrate excellent teaching and learning practices.

4 *Monitoring Inputs – Award and Grant funding*

The funding provided by the institution and faculties for awards, grants and scholarships relating to teaching and learning (and hence, the number of awards/ grants that are offered) is an important aspect of improving the quality of teaching at the university, and provides a tool for evaluating the university's commitment to teaching and learning. These indicators may be most useful in comparison with other universities rather than as an internal indicator; however the maintenance of current levels of funding should be monitored internally. This data is currently being collected through the TQI on-line database of teaching and learning policy and practice.

RECOMMENDATION 2: The University develop and implement systems for the best use of performance indicators to enhance teaching and learning quality

6. Conclusion

The development of promotion, recognition and reward indicators for the university will require the collaboration of a number of different sections of the university and a strong commitment from the university that such evaluation is a valuable tool for the enhancement of the student learning experience at UWA. On their own, the identification of valid indicators of the quality

of teaching and teacher support are not sufficient to improve practice – it is the way such indicators are used in evaluative systems that determines whether improvements in university processes and systems which support academic teaching staff are made, and sustained.

7. Recommendations

1. The University work toward the development and implementation of reward and recognition performance indicators based on the TQI framework
2. The University develop and implement systems for the best use of performance indicators to enhance teaching and learning quality

8. References

Chalmers, 2007, “A Review of Australian and international quality systems and indicators of learning and teaching”, V1.2, Carrick Institute for Learning and Teaching in Higher Education
Chalmers, 2008, “Indicators of University Teaching and Learning Quality” (final draft), Carrick Institute for Learning and Teaching in Higher Education

9. List of Figures

Figure 1: Teaching Quality Indicators Framework, Chalmers & Thomson, May 2008

10. Relevant project documentation

Interim Report on Mapping Project, February 2008 (TRIM Ref: 08/6849)

Identifying Quality Indicators for the promotion, reward and recognition of quality teaching, April 2008 (TRIM Ref: 08/8801)

Baseline Data report, April 2008 (TRIM Ref: 08/9578)

Brief Investigation into Performance Funding for Teaching, April 2008 (TRIM Ref: 08/8305)

Priorities for Indicators at UWA – a discussion paper for the Teaching Quality Indicators Steering Group, August 2008 (TRIM Ref: 08/14409)

Appendix 7: Benchmark Statements – Rewarding and Recognising Teaching

a. Institutional Level

TEACHING QUALITY INDICATORS PROJECT BENCHMARK STATEMENTS FOR THE REWARD AND RECOGNITION OF LEARNING AND TEACHING QUALITY INSTITUTIONAL LEVEL

These standards apply to any policy/procedures/guidelines or descriptions of conventional practice at the University that are relevant to the policy area under discussion. Descriptions of expectations at each level for each criterion are provided in the rubric. A level (standard) is assigned for each criterion. This allows the overall performance of the University to be assessed. The suggested policy development cycle has been included to assist in setting priorities for further development following initial review using the benchmark.

1. Benchmark Statement - Appointment

The University has clear and well established appointment criteria and procedures that actively support and encourage contributions to learning and teaching.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Academic appointment policies and procedures align with institutional strategic and operational objectives in learning and teaching	All academic appointment policies and procedures align with institutional strategic and operational objectives in learning and teaching	Some academic appointment policies and procedures align with institutional strategic and operational objectives in learning and teaching	Some academic appointment policies and procedures but none that align with institutional strategic and operational objectives in learning and teaching	No academic appointment policies or procedures

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Clear criteria on learning and teaching, including the level and quality of evidence required for academic appointment	There are clear and detailed learning and teaching criteria indicating the level and quality of evidence required for academic appointment	Some learning and teaching criteria exist that provides guidance on the level and quality of evidence required for academic appointment	Some learning and teaching criteria exist but it does not provide any guidance as to the level and quality of evidence required for academic appointment	There is no learning and teaching criteria for academic appointment
New staff are provided with an orientation and induction that positively reinforces the value of learning and teaching to the institution	All orientation and induction materials positively reinforce the value of learning and teaching to the institution	Some orientation and induction materials positively reinforce the value of learning and teaching to the institution	Some orientation and induction materials but none that positively reinforce the value of learning and teaching to the institution	No orientation and induction materials
Academic appointment policies and procedures are effective in promoting employment on the basis of high quality teaching	All academic appointment policies and procedures are effective in promoting employment on the basis of high quality teaching	Some academic appointment policies and procedures are effective in promoting employment on the basis of high quality teaching	Some academic appointment policies and procedures exist but they are not effective in promoting employment on the basis of high quality teaching	No academic appointment policies or procedures

2. Benchmark Statement - Probation

The University has clear and well established probation policies and procedures that actively encourage contributions to learning and teaching.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Probation policies and procedures align with institutional strategic and operational objectives in learning and teaching	All relevant policies and procedures align with institutional strategic and operational objectives in learning and teaching	Some policies and procedures align with institutional strategic and operational objectives in learning and teaching	Some policies and procedures but none that align with institutional strategic and operational objectives in learning and teaching	No policies or procedures for probation.
Probation policies and procedures actively support and encourage contributions to learning and teaching	All relevant policies and procedures actively support and encourage contributions to learning and teaching	Some policies and procedures actively support and encourage contributions to learning and teaching	Some policies and procedures but none that actively support and encourage contributions to learning and teaching	No policies or procedures for probation.
Clear criteria on learning and teaching, including the level and quality of evidence, is available for probation	There are clear and detailed criteria indicating the level and quality of evidence necessary for probation.	Some criteria exist that provides guidance on the level and quality of evidence necessary for probation.	Some criteria exist but it does not provide any guidance as to the level and quality of evidence necessary for probation.	There are no criteria for probation.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
The probation process actively facilitates the enhancement of staff skills by identifying and supporting development needs in learning and teaching	All probation processes actively facilitate the enhancement of staff skills by identifying and supporting development needs in learning and teaching	Some probation processes actively facilitate the enhancement of staff skills by identifying and supporting development needs in learning and teaching	Some probation processes but none that enhance staff skills in learning and teaching	No probation processes.
Probation policies and procedures are effective in providing constructive feedback and evaluation on learning and teaching	All probation policies and procedures are effective in providing constructive feedback and evaluation on learning and teaching	Some probation policies and procedures are effective in providing constructive feedback and evaluation on learning and teaching	Some probation policies and procedures but none that are effective in providing constructive feedback and evaluation on learning and teaching	No probation policies or procedures

3. Benchmark Statement – Performance, Development and Review

The University performance and development policies and procedures actively encourage contributions to learning and teaching.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
Performance, development and review policies and procedures align with institutional strategic and operational objectives	All performance, development and review policies and procedures align with institutional strategic and operational objectives	Some performance, development and review policies and procedures align with institutional strategic and operational objectives	Some performance, development and review policies and procedures but none that align with institutional strategic and operational objectives	No performance, development and review policies or procedures
Performance, development and review includes development and enhancement of learning and teaching	All performance, development and review includes development and enhancement of learning and teaching	Some performance, development and review includes development and enhancement of learning and teaching	Some performance, development and review but none which includes development and enhancement of learning and teaching	No performance, development and review
Clear criteria on learning and teaching are included in performance, development and review policies and procedures	All performance, development and review policies and procedures include clear criteria for learning and teaching	Some performance, development and review policies and procedures include clear criteria for learning and teaching	Some performance, development and review policies and procedures but none that include clear criteria for learning and teaching	No performance, development and review system

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
Performance, development and review policies and procedures are effective in providing feedback to enable staff to enhance their practice in learning and teaching	All performance development and review policies and procedures are effective in providing feedback to enable staff to enhance their practice in learning and teaching	Some performance development and review policies and procedures are effective in providing feedback to enable staff to enhance their practice in learning and teaching	Some performance development and review policies and procedures exist but none that provide effective feedback to enable staff to enhance their practice in learning and teaching	No performance development and review policies or procedures

4. Benchmark Statement - Promotion

The University has clear, well established and understood promotion policies and procedures that actively support contributions to learning and teaching.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Academic promotion policies and procedures align with institutional strategic and operational objectives in learning and teaching	All relevant policies and procedures align with institutional strategic and operational objectives in learning and teaching	Some policies and procedures align with institutional strategic and operational objectives in learning and teaching	Some policies and procedures but none that align with institutional strategic and operational objectives in learning and teaching	No policies or procedures for academic promotion
Academic promotion policies and procedures that recognise and reward the contributions made to learning and teaching	All relevant policies and procedures recognise and reward contributions made to learning and teaching	Some policies and procedures recognise and reward contributions made to learning and teaching	Some policies and procedures but none that explicitly recognise and reward the contributions made to learning and teaching	No policies or procedures for academic promotion
Clear criteria on learning and teaching, including the level and quality of evidence, required for academic promotion	There are clear and detailed criteria indicating the level and quality of evidence required for academic promotion	Some criteria exists that provides guidance on the level and quality of evidence required for academic promotion	Some criteria exists but it does not provide any guidance as to the level and quality of evidence required for academic promotion	There is no criteria for academic promotion

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Access to Study Leave and Conference Leave with a learning and teaching scholarship focus is actively supported and funded	Staff are actively supported and funded to undertake Study Leave and Conference Leave with a Learning and Teaching scholarship focus	Some support and funding for Study Leave and Conference Leave with a Learning and Teaching scholarship focus	Some support and funding available for Study Leave and Conference Leave, but not with a Learning and Teaching scholarship focus	There is no support or funding available for Study Leave and Conference Leave
Academic promotion policies and procedures are effective in recognising and rewarding high quality teaching	All academic promotion policies and procedures are effective in recognising and rewarding high quality teaching	Some academic promotion policies and procedures are effective in recognising and rewarding high quality teaching	Some academic promotion policies and procedures exist but they are not effective in recognising and rewarding high quality teaching	No academic promotion policies or procedures that are effective in recognising and rewarding high quality teaching

5. Benchmark Statement – Professional Development

The University has comprehensive, well established and understood professional development processes, programs and policies that actively promote development in learning and teaching for staff

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
Policies and procedures that actively promote professional development of learning and teaching	All relevant policies and procedures actively promote professional development of learning and teaching	Some policies and procedures actively promote professional development of learning and teaching	Some policies and procedures for professional development but none that separately recognise learning and teaching development	No policies or procedures relating to professional development
Access to professional development of learning and teaching is actively supported and funded	Staff are actively supported and funded to undertake professional development in learning and teaching	Some support and funding to undertake professional development in learning and teaching	Some support and funding to undertake professional development but none that separately recognises learning and teaching development	No support or funding available for professional development
Programs for the professional development of learning and teaching align with strategic and operational objectives in learning and teaching	All relevant programs for the professional development of learning and teaching align with relevant strategic and operational objectives	Some programs for the professional development of learning and teaching align with relevant strategic and operational objectives	Some programs for the professional development of learning and teaching but none that align with relevant strategic and operational objectives	No programs relating to professional development of learning and teaching

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Policies and procedures for the professional development of learning and teaching are effective in enhancing the quality of teaching	All policies and procedures for the professional development of learning and teaching are effective in enhancing the quality of teaching	Some policies and procedures for the professional development of learning and teaching are effective in enhancing the quality of teaching	Some policies and procedures for the professional development of learning and teaching exist but none that are effective enhancing the quality of teaching	No policies or procedures relating to professional development of learning and teaching
Professional development of learning and teaching opportunities recognise the diversity of staff and teaching activities	All professional development opportunities recognise the diversity of staff and teaching activities	Some professional development opportunities recognise the diversity of staff and teaching activities	Some professional development opportunities but none that recognise the diversity of staff and teaching activities	No professional development of learning and teaching
Professional development of learning and teaching is appropriate to the level and responsibilities of the staff member	All professional development of learning and teaching is appropriate to the different levels and responsibilities of staff	Some professional development of learning and teaching is appropriate to the different levels and responsibilities of staff	Some professional development of learning and teaching but none that is appropriate to the different levels and responsibilities of staff	No professional development of learning and teaching

6. Benchmark Statement – Awards, Grants and Scholarships

The University has comprehensive and inclusive learning and teaching awards, grants and scholarship programs which promote excellence and research in learning and teaching

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Policies for learning and teaching awards, grants and scholarships are inclusive, equitable and clear.	All policies for learning and teaching awards, grants and scholarships are inclusive, equitable and clear	Some policies for learning and teaching awards, grants and scholarships are inclusive, equitable and clear	Some policies for learning and teaching awards, grants and scholarships but none that are inclusive, equitable or clear	No policies for learning and teaching awards, grants or scholarships
Learning and teaching awards, grants and scholarship programs are aligned with strategic and operational objectives	All learning and teaching awards, grants and scholarships programs are aligned with relevant strategic and operational objectives	Some learning and teaching awards, grants and scholarships programs are aligned with relevant strategic and operational objectives	Some learning and teaching awards, grants and scholarships programs but none aligned with strategic and operational objectives	No learning and teaching awards, grants or scholarships
Learning and teaching awards, grants and scholarships recognise the diversity of staff and teaching activities	All learning and teaching awards, grants and scholarships programs recognise the diversity of staff and teaching activities	Some learning and teaching awards, grants and scholarships programs recognise the diversity of staff and teaching activities	Some learning and teaching awards, grants and scholarship programs but none that recognise the diversity of staff and teaching activities	No learning and teaching awards, grants or scholarships

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
Support is provided for staff applying for learning and teaching grants and awards	All staff are provided with support when applying for a learning and teaching grant or award	Some staff are provided with support when applying for a grant or award in learning and teaching	Some support is provided but none that is specifically for staff applying for learning and teaching grants or awards	No support is provided to staff applying for learning and teaching grants or awards
Policies and programs are effective in promoting excellence in learning and teaching and teaching research	All policies and programs are effective in promoting excellence in learning and teaching and teaching research	Some policies and programs are effective in promoting excellence in learning and teaching and teaching research	Some policies and programs are effective in promoting excellence in learning and teaching and teaching research	No policies or programs promoting excellence in learning and teaching or teaching research

7. Benchmark Statement –Evaluations of Teaching

The University has systematic and comprehensive policies and processes on student and peer evaluation of teaching that inform and enhance learning and teaching.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
Student evaluations of teaching inform review and accountability cycles	All student evaluations of teaching inform review and accountability cycles	Some student evaluations of teaching inform review and accountability cycles	Some student evaluations of teaching but none that are used in review or accountability cycles	No student evaluations of teaching
Peer review of teaching informs promotion and career progression	All relevant promotion and career progression policies and procedures include peer review of teaching	Some relevant promotion and career progression policies and procedures include peer review of teaching	Some relevant promotion and career progression policies and procedures but none that include peer review of teaching	No promotion or career progression policies or procedures
Policies and instruments for student evaluations and peer review of teaching align with strategic and operational objectives	All policies and instruments for student evaluations and peer review of teaching are aligned with relevant strategic and operational objectives	Some policies and instruments for student evaluations and peer review of teaching are aligned with relevant strategic and operational objectives	Some policies and instruments for student evaluations and peer review of teaching but none that are aligned with relevant strategic and operational objectives	No student evaluation or peer review of teaching policies or instruments

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Policies and procedures on student evaluations and peer review of teaching are effective in enhancing the quality of learning and teaching	All policies and procedures on student evaluations and peer review of teaching are effective in enhancing the quality of learning and teaching	Some policies and procedures on student evaluations and peer review of teaching are effective in enhancing the quality of learning and teaching	Some policies and procedures on student evaluations and peer review of teaching but none that are effective in enhancing the quality of learning and teaching	No policies or procedures on student evaluations or peer review of teaching
Student evaluation of teaching instruments are effective in providing useful and valid data for the evaluation of learning and teaching quality	All student evaluation of teaching instruments provide useful and valid data for the evaluation of learning and teaching quality	Some student evaluation of teaching instruments provide useful and valid data for the evaluation of learning and teaching quality	Some student evaluation of teaching instruments but none that provide useful and valid data for the evaluation of learning and teaching quality	No student evaluation of teaching instruments

b. Department Level

**TEACHING QUALITY INDICATORS PROJECT
BENCHMARK STATEMENTS FOR THE REWARD AND RECOGNITION OF
LEARNING AND TEACHING QUALITY
DEPARTMENTAL * LEVEL**

These standards apply to any policy/procedures/guidelines or descriptions of conventional practice within a department that are relevant to the policy area under discussion. Descriptions of expectations at each level for each criterion are provided in the rubric. A level (standard) is assigned for each criterion. This allows the overall performance of the department to be assessed. The suggested policy development cycle has been included to assist in setting priorities for further development following initial review using the benchmark. Not all criteria may be relevant for all types of department, depending on the organisational structure of the institution. Each institution will need to define where responsibility for the policy under discussion lies for each benchmark.

1. Benchmark Statement – Professional Development

Departments support the provision of professional development of teaching through alignment of programs with the institution and active promotion of development programs to staff with a role in learning and teaching.

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Departmental policies and/or programs for the professional development of learning and teaching align with institutional objectives	All relevant policies and/or programs for the professional development of learning and teaching align with institutional objectives	Some policies and/or programs for the professional development of learning and teaching align with institutional objectives	Some policies and/or programs for the professional development of learning and teaching but none that align with institutional objectives	No policies or programs relating to professional development of learning and teaching
Departmental programs for the professional development of learning and teaching are effective in enhancing the quality of teaching	All programs for the professional development of learning and teaching are effective in enhancing the quality of teaching	Some programs for the professional development of learning and teaching are effective in enhancing the quality of teaching	Some programs for the professional development of learning and teaching exist but none that are embedded in enhancing the quality of teaching	No department programs relating to professional development of learning and teaching
Department procedures and practice actively promote professional development of learning and teaching	All relevant procedures, guidelines etc. at department level actively promote professional development of learning and teaching	Some procedures, guidelines etc. actively promote professional development of learning and teaching	Some procedures, guidelines etc. for professional development but none that actively promote professional development of learning and teaching	No procedures, guidelines etc. relating to professional development

2. Benchmark Statement (Performance Indicator) – Teacher Support

Departments provide comprehensive support[#] and encouragement to staff for their learning and teaching activities, including the provision of leadership opportunities, negotiation of workload issues, and encouragement to apply for promotion, study leave or other opportunities on the basis of teaching

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Formal mentoring programs which include specific mentoring in learning and teaching	Mentoring programs specifically include learning and teaching mentoring	Mentoring programs may include some learning and teaching mentoring	Mentoring programs do not include learning and teaching	No formal mentoring programs
Department s provide support that encourages staff to apply for career progression opportunities on the basis of learning and teaching	Support provided by department s actively encourages staff to apply for career progression opportunities on the basis of learning and teaching	Some support is provided by departments to encourage staff to apply for career progression opportunities on the basis of learning and teaching	Support for staff does not encourage career progression on the basis of learning and teaching	Department does not provide support to staff to apply for career progression opportunities

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
Action	Evaluate	Implement	Develop	Review
Departments provide leadership opportunities in learning and teaching to staff on the basis of teaching scholarship	All leadership opportunities in learning and teaching are provided on the basis of teaching scholarship	Some leadership opportunities in learning and teaching are provided on the basis of teaching scholarship	Leadership opportunities in learning and teaching are not provided on the basis of teaching scholarship	No leadership opportunities in learning and teaching
Workload policies and procedures that allow staff to negotiate focus on learning and teaching activities, including teaching research	All workload policies are flexible and allow staff to negotiate a focus on learning and teaching activities, including teaching research	Some workload policies/procedures allow staff to negotiate a focus on learning and teaching activities, including teaching research	Workload policies/procedures do not allow focus on learning and teaching	No workload policies or procedures
Support for publishing / presenting research encourages teaching research	All support provided to academic staff for publication / presentation of research encourages teaching research	Some support provided to academic staff for publication / presentation of research encourages teaching research	Support provided to academic staff for publication / presentation of research does not encourage teaching research	No support provided to academic staff to publish/present research.

#Support is defined widely, and includes not just funding/resources but mentoring, advice, and peer review, either formal or informal.

3. Benchmark Statement – Awards, Grants and Scholarships

The Department has inclusive learning and teaching awards, grants and scholarships programs which promote excellence and research in learning and teaching and are aligned with University programs

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
There is alignment between Departmental and University wide learning and teaching awards, grants and scholarship programs	All departmental programs are aligned with University programs	Some departmental programs are aligned with University programs	Some departmental programs but none that are aligned with University programs	No departmental learning and teaching awards, grants or scholarships
Departmental policies and programs are effective in promoting excellence in learning and teaching and teaching research	All departmental policies and programs are effective in promoting excellence in learning and teaching and teaching research	Some departmental policies and programs are effective in promoting excellence in learning and teaching and teaching research	Some departmental policies and/or programs but none that are embedded in promoting excellence in learning and teaching and teaching research	No departmental policies and/or programs relating learning and teaching awards, grants or scholarships
Departmental policies for learning and teaching awards, grants and scholarships are inclusive, equitable and clear.	All policies relating to departmental awards, grants and scholarship programs are inclusive, equitable and clear	Some policies relating to departmental awards, grants and scholarship programs are inclusive, equitable and clear	Some policies relating to departmental awards, grants and scholarship programs but none that are inclusive, equitable and clear	No departmental policies for learning and teaching awards, grants or scholarships

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
The department provides support for staff applying for awards or grants in learning and teaching	Comprehensive support is provided to all staff nominated for an award, or applying for a grant in learning and teaching	Some support is provided to staff nominated for an award or applying for a grant, in learning and teaching	Some support is provided to staff nominated for an award or applying for a grant, but none that is specifically for awards/grants in learning and teaching	No support is available to staff applying for learning and teaching awards or grants

4. Benchmark Statement – Student and Peer Evaluations

The Department makes systematic use of student and peer evaluations of teaching and teachers to inform the enhancement of teaching programs and quality

Standards				
Criteria	Level 4 (Yes)	Level 3 (Yes, But)	Level 2 (No, But)	Level 1 (No)
<i>Action</i>	<i>Evaluate</i>	<i>Implement</i>	<i>Develop</i>	<i>Review</i>
Departmental reporting of student evaluations of teaching is aligned with university expectations	All departmental reporting of student evaluations of teaching is aligned with university expectations	Some departmental reporting of student evaluations of teaching is aligned with university expectations	Some departmental reporting of student evaluations of teaching but none that aligns with university expectations	No departmental reporting of student evaluations of teaching
Departmental use of student and peer evaluations of teaching are effective in enhancing teaching quality	All uses of student and peer evaluations of teaching are effective in enhancing teaching quality	Some uses of student and peer evaluations of teaching are effective in enhancing teaching quality	Some use of student and peer evaluation of teaching but none that are effective in enhancing teaching quality	No use of student or peer evaluations of teaching
Formal peer review of teaching process used for the development of academic teaching staff	Formal peer review of teaching is systematically used for the development of academic teaching staff	Some formal peer review of teaching is used for the development of academic teaching staff	Some formal peer review of teaching exists, but is not used for the development of academic teaching staff	No formal peer review of teaching process

c. Guidelines

TEACHING QUALITY INDICATORS PROJECT

GUIDELINES FOR BENCHMARKING STATEMENTS – REWARD AND RECOGNITION OF TEACHING

First Draft: 10th November 2008

Last Updated: 21st November 2008

Prepared by: Jacqueline Flowers (TQI Project Officer)

File Reference: F22622

TRIM file No: 08/29253

1. Introduction

The Teaching Quality Indicators (TQI) benchmarking statements have been developed as a tool from the TQI Framework. They provide an opportunity for Australian higher education institutions to review their policy, procedures and practices against the TQI Framework and determine priorities in learning and teaching for enhancement and development based on evidence. The criteria contained in the benchmark statements are supported by the research as likely to contribute to improved student learning outcomes (Chalmers, 2007).

The TQI project is a national Australian Learning and Teaching Council (ALTC) funded project aimed at developing indicators and metrics for evaluating teaching and learning in Australian higher education institutions. Stage 1 of the project involved the development of the TQI Framework. Stage 2 involved a trial implementation of the TQI Framework developed in Stage 1 by eight pilot universities. As part of that implementation, the University of Western Australia and Macquarie University have jointly developed the TQI benchmarking statements for the reward and recognition of teaching and learning. This collaboration came about as a result of the similar focus of the two institutions' pilot projects, and an early decision to use the TQI project as an opportunity to pursue a benchmarking relationship.

The TQI Framework identifies four dimensions of practice that have the potential to impact on student learning outcomes:

- Assessment
- Diversity
- Engagement and Learning Community
- Institutional Climate and Systems

These are then broken down to reflect the different levels within an institution – Institution, Faculty/Department, and Individual. They also reflect the different types of performance indicators (input, process, output, outcomes) (see Figure 1).

The benchmark statements have been developed from the 'Rewarding and Recognising Teaching' component of the Institutional Climate and Systems dimension of the Framework, drawing specifically from the institution and department level indicators. Further

benchmarks for other dimensions of the Framework are under development by other pilot universities, but may require an adjusted methodology.

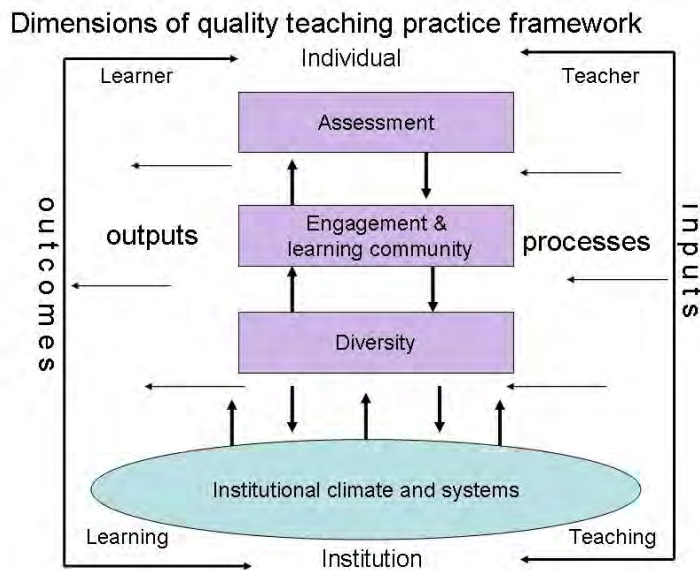


Figure 1: Original Teaching Quality Indicators Framework

2. The Benchmarks

The benchmarks are specifically designed to evaluate the value placed on learning and teaching by an institution through its reward and recognition structures and to provide a method to further enhance this value. Therefore, whilst some of the processes covered by the benchmarks are relevant to the way that research and service (community engagement) are valued by an institution, the statements do not make any comment on these facets of the academic career role, focusing solely on learning and teaching issues.

Benchmarks have been developed for evaluation at two different levels of the university – institution and department. Future development may also see statements developed at the individual teacher level where appropriate, however these have not been developed in the institutional climate and systems dimension at this stage.

The benchmarks are designed for evaluating qualitative process-based indicators, and are most powerful when used as a developmental tool (Chalmers, 2007). The benchmark statements are necessarily a qualitative tool, and whilst they allow comparisons to be made, any assessment of performance using the statements will require contextualisation and should be undertaken as part of a developmental process not a ranking system.

The institution level benchmarks provide indications of best practice for 'whole of university' policy and procedure, and are the main tool for universities to set developmental priorities and undertake benchmarking exercises. The departmental level benchmarks can be used to evaluate individual organisational units within an institution that have responsibility for teaching and learning. They could also be used by teaching staff, particularly in a university with a devolved structure. For universities with highly centralised organisational structures some of the benchmarks which have been designated departmental level may be appropriate to be evaluated at the institutional level. The departmental level benchmarks may also be used internally within a university to monitor performance as part of regular review cycles, alongside their developmental role.

3. The Criteria

Each benchmark statement is a description of 'best practice' based on an element of the TQI Framework. They are aspirational statements which universities can work toward. Within each benchmark statement a number of criteria have been defined which act both as tools for the university to evaluate their practice within the area under review, and also as suggested actions for development. So where it is identified that a particular area needs improvement to reach the benchmark, the criteria suggest a way forward.

4. The Rubric

Each criterion is evaluated according to a rubric which defines four levels of performance. The rubric is a way of assigning a level of performance to a qualitative indicator – it represents a continuum of practice along a line from 'no engagement' to 'best practice.' The rubric can be presented numerically or using a 'Yes; Yes, but; No, but; No' representation:

	0	1			
1	10 (Level 3)	11 (Level 4)	→	No	Yes
0	00 (Level 1)	01 (Level 2)		Yes, but (Level 3)	Yes, Yes (Level 4)
				No, No (Level 1)	No, but (Level 2)

Each level has been assigned a stage in the developmental cycle “Review, Develop, Implement, Evaluate”, where the criterion is an action that universities can take to improve practice. This is intended to assist universities in deciding how to respond to the assessment of their performance in a particular area.

Level	Stage
1	Review
2	Develop
3	Implement
4	Evaluate

The inclusion of the developmental cycle is intended as a guide only; a university may have a legitimate response to the benchmark statements which does not fit this type of cycle.

There is no expectation that a university will be aiming for level 4 for all of the criteria, or in each benchmark. Each institution has different priorities, objectives and contextual realities. There are some criteria that may not be relevant to an institution at all stages of their development cycles. It is intended that levels are assigned in conjunction with an assessment of priorities (see below) and this will determine what level is deemed to be acceptable in relation to performance for each university.

5. Using the benchmarks

The benchmarks are designed to be used in conjunction with other resources from the TQI framework. It is recommended that institutions considering the use of the benchmarks for internal review purposes ensure that they are familiar with the TQI framework as a whole, and are fully committed to a process of review and development. The benchmark statements do not have value as a ‘check list’ or ‘tick-box’ exercise, but should be considered as part of a qualitative process of engagement with evaluative issues.

The main purpose of the benchmarks are as a self-assessment tool for institutions to identify priorities for development and ways forward which are based in evidence. They may also be used comparatively with other like institutions, and can be incorporated in to internal evaluative mechanisms at the departmental and individual levels.

5.1. Self-Assessment

In all cases, universities will use the benchmark to undertake a self-assessment of policy and practice.

- 5.1.1. Rank each benchmark statement in order of priority for the institution. This ranking will reflect pre-existing priorities, but should nevertheless be based in evidence.
- 5.1.2. Rank each criterion within each benchmark in order of perceived importance to the university’s mission and objectives at this time.
- 5.1.3. Where a benchmark is not appropriate to the organisational structure or mission of the university, it should be ranked zero. [Where it is intended that the

benchmarks be used comparatively with another institution decisions about which benchmarks should be evaluated will need to be made in consultation with the partner university(s)]

- 5.1.4. Assign each criterion a level of achievement according to the descriptors in the rubric. Record the evidence which has been used to reach the conclusions made, and include any relevant contextual information (e.g. policy documentation; reported output indicators etc.) – see next section
- 5.1.5. Undertake an analysis of the priorities identified in steps 1 and 2 against the level of achievement assigned in step 4 to determine where resources and development effort should be directed. Where the benchmark statements are being used comparatively it is at this stage that universities will compare their self-assessments (see below). The development cycle included in the rubric may be useful to assist in identifying the appropriate action to take, and other TQI resources may also be helpful in suggesting ways forward for those areas which the exercise has suggested need development.

5.2. Comparative Benchmarking

Where the statements are being used as part of a comparative benchmarking exercise the participating universities will compare their self-assessments.

This process should involve not only a comparison of the rankings assigned for each criterion to determine performance, but also an analysis of the evidence used to support those rankings (moderation), and a conversation in which the participants swap strategies and techniques that have been shown to be effective in working toward best practice.

The purpose of such an exercise is two-fold – firstly, for each university to ensure that their practice is appropriate and competitive (and where this is not the case to identify potential for improvement), and secondly, for universities to take advantage of each other's strengths and engage in collaborative projects and programs for the enhancement of teaching quality.

Any benchmarking exercise should be underpinned by an agreement by the universities involved for complete disclosure and full and honest discussion of performance and achievement in order that the exercise can be used to enhance practice.

5.3. Internal evaluative systems

The benchmarks can be incorporated in to ongoing evaluative systems of the university as part of regular review cycles.

Where policy documentation is regularly reviewed the appropriate institutional level benchmark can be used as a reference against which policy content review occurs.

Where regular reviews are undertaken for Schools, faculties or courses, the departmental level benchmarks can be incorporated in to the terms of reference and/or used by the unit under review to provide evidence on performance.

The departmental level benchmarks may also be appropriate to provide comparisons between organisational units within the institution; however in this process the qualitative nature of the benchmarks as a developmental tool should not be forgotten. It is not recommended that the benchmarks are used to rank performance.

5.4. Individual benchmarks

In the future, if benchmarks are developed at the individual teacher level in dimensions such as assessment, these statements could be used by teachers, teaching teams, or coordinators to evaluate their teaching practices and develop enhancements. These statements may work in conjunction with departmental level or institutional level benchmarks, but serve a different purpose in that they will be professional development tools for staff rather than tools for improving systems or policy across the university.

6. Evidence

All decisions relating to the ranking of a particular criterion within a particular level need to be supported by evidence which is collated as part of the self-assessment process. This section suggests some sources and types of evidence which may be relevant for each benchmark. This list is by no means exhaustive, and nor would all universities be expected to be able to draw on each of the types of evidence suggested – they are illustrative examples of the types of places to which an institution might look to provide evidence of the quality of their reward and recognition structures.

For criteria which require evidence of the alignment of policy with strategic / operational directions; evidence of particular content (e.g. clear criteria); or evidence of a particular type of program (e.g. induction) extracts from policy and procedural documentation may be sufficient as evidence – the level of performance will be determined by the percentage of policy documentation which meets the criteria, and by the content of that documentation.

For criteria which require evidence of the effectiveness of policy / procedure / practice other sources of evidence will be required, and this evidence will change depending on the criteria. Some examples of quantitative data which may be relevant for demonstrating the effectiveness of particular groups of policy / procedures are:

- Satisfaction data for staff; particularly those with a teaching focus
- Nos of staff appointed and/or promoted on the basis of teaching
- Participation and completion rates in professional development of teaching programs
- Nos of external teaching awards and teaching research grants
- Outputs for teaching research
- Trend data over time showing improvement in student evaluation data and other student success indicators (retention; progression etc.) following review or revision of a particular group of policies / procedures
- Validity testing (for student evaluation instruments)
- Improved student / peer evaluations of teaching following participation in a process designed to improve teaching quality (e.g. performance review; professional development workshop) either at an individual academic level, or at the departmental level where relevant

These suggested quantitative indicators are only one aspect of the way that effectiveness can be evidenced, particularly as many of them are crude indicators, and not all universities will be collecting the types of data suggested as relevant here. Universities may have other measures of the effectiveness of their policy / procedures in this area and these should of course be included.

Many policies will be subject to regular review or evaluation and these processes may also provide other evidence of their effectiveness which is relevant. Often during the development of a new policy or procedure research and development is undertaken that may be able to provide evidence relating to the effectiveness of different approaches to policy / procedure in these areas (e.g. there may be research evidence that the results from

a particular system of student evaluations are more likely to enhance learning and teaching quality – a university which can demonstrate that it is using this system can use this as proxy evidence of effectiveness). Lastly, adoption of a university's approach to a particular policy area by other institutions in the sector may also be used as evidence of its effectiveness.

Some of the other criteria contained in the benchmarks may also lend themselves to being supported by evidence other than extracted policy documentation. In particular, criteria which refer to the support provided by the institution / department may be supported by satisfaction data, but also by funding input data (provision of resources). Criteria which refer to recognising diversity may also be able to be supported by disaggregated statistics relating to diversity characteristics.

7. Resources

The benchmarking tool currently consists of the following:

7.1. Benchmark statements 'rewarding and recognising teaching' – institutional level

Seven benchmark statements with associated criteria:

- 7.1.1. Appointment
- 7.1.2. Probation
- 7.1.3. Performance, Development and Review
- 7.1.4. Promotion
- 7.1.5. Professional development
- 7.1.6. Awards, Grants and Scholarships
- 7.1.7. Evaluations of Teaching

7.2. Benchmark statements 'rewarding and recognising teaching' – departmental level

Four benchmark statements with associated criteria:

- 7.2.1. Professional Development
- 7.2.2. Teacher Support
- 7.2.3. Awards, Grants and Scholarships
- 7.2.4. Evaluations of Teaching

7.3. Worksheets for ranking priorities

Two worksheets for use in ranking the priority order of the benchmark statements and each of their constituent criteria

8. Glossary

The benchmark statements developed by the University of Western Australia and Macquarie University have attempted to use language which is commonly understood and internally consistent. Given however that the statements are intended to be used across the Australian higher education sector, this glossary is included to ensure consistency of interpretation. Only those terms which have been identified as potentially subject to confusion have been included here.

Course –

Departmental – policy, procedures, guidelines specific to an organisational unit within the university which has responsibility for teaching and learning matters, or for teaching staff

Institution – university-wide, centrally determined policy, procedure or guideline

Instrument – the survey or interview methodology used to gather evaluative data.

Peer Review of Teaching – any process, formal or informal, whereby a staff member seeks feedback from a peer in relation to their teaching – can include formal peer observation and peer review of materials, but also informal teaching and learning communities of shared practice.

Performance, Development and Review – all and any policy, procedure or guideline relating to the regular or cyclical review of an individual academic staff member, either for the purpose of professional development, and/or for performance review / appraisal purposes. Does not include promotion processes.

Probation – the period between appointment and confirmation of ongoing status (or tenure) for a new staff member.

Program –

Strategic and Operational Objectives – this term is used broadly to refer to the university's mission, values and objectives usually as they are interpreted through a strategic and/or operational planning document (but not necessarily), or other management or planning document at either the institution or section level. In some cases strategic objectives for particular policy areas may need to be implied from general university mission statements, in others detailed information about the strategic direction of the university in relation to a particular policy area may be available.

Student evaluations of teaching – any survey instrument or other evaluative technique (e.g. focus groups) where the views of students are sought in relation to their learning experience. This includes both teacher and course evaluations

Study Leave – Any type of leave which provides a period of release from regular duties for the primary purpose of research and/or scholarly work (which may or may not include teaching related scholarship). This type of leave is also known as: sabbatical, outside study program; professional experience program etc.

Appendix 8: The UWA Teaching Criteria Framework (Final Draft and Confidential)

OFFICE OF THE PRO VICE-CHANCELLOR (TEACHING AND LEARNING)

TEACHING QUALITY INDICATORS PROJECT

TEACHING CRITERIA FRAMEWORK – FINAL DRAFT CONFIDENTIAL

Last Updated: 16th December 2008

Prepared by: Jacqueline Flowers (TQI Project Officer)

File Reference: F22622

TRIM file No: 08/24335

The following document sets out the proposed new Teaching Criteria Framework for UWA based on the UK Professional Standards Framework (UK PSF). This proposal has been developed through extensive consultation with teaching and learning stakeholders across the university including Deans, Heads of School, School Teaching and Learning Committees, Associate Deans (Teaching and Learning), the University Teaching and Learning Committee, the Academic Promotions committee, with input from Human Resources, the Centre for the Advancement of Teaching and Learning (CATL), and other relevant stakeholders. This final draft proposal has been developed on the basis of the discussion paper “Development of Evaluative Criteria for Teaching”, and from the illustrative examples that accompanied that paper. These have been subsequently revised and expanded following feedback and input from a wide range of interested parties. The proposal is set out as a series of web-pages, which is how it would be published to staff – the horizontal lines represent new pages in the web-site. An implementation plan for the framework will be prepared following its endorsement.

Website: Teaching Criteria at UWA

Front Page (Pre-amble)

The UWA teaching criteria framework has been developed to underpin the teaching component of the academic portfolio, and form the basis for developmental and evaluative discussions around teaching and learning. Academic teaching staff will use the teaching criteria framework as a tool to assist in sourcing and collecting evidence relevant to teaching development, quality and leadership in order to subsequently determine developmental priorities, and/or make a claim for performance based rewards. The framework is designed to be primarily developmental in nature, although it will also underpin evaluative processes.

Click here for the full [Teaching Criteria Framework](#)

The teaching criteria framework consists of

- [Standard descriptors](#) for each career level of the university – these are university-wide expectations for teaching staff, and are intended to also form the basis for teaching and learning promotion criteria.
- A [framework of six areas of activity; six areas of core knowledge and six professional values](#) which staff will use to evidence their practice.

Staff evidence their practice in each area of activity (and in so doing demonstrate their understanding of and commitment to the core knowledge and professional values). There are

numerous [sources of evidence](#) available to academic staff in order to demonstrate the quality of their teaching, more substantial evidence is expected of staff as they move up career levels.

[Examples](#) of sources / types of evidence which may be appropriate at each level have been provided under each area of activity in the [guidelines for academic staff](#). These examples are illustrative, and provide guidance to staff on the types of evidence appropriate to each area of activity. ***It is not expected that staff will address each of the nominated examples and nor do these examples encompass the full range of possibilities.*** These examples should be used as a guide only and staff should identify sources of evidence appropriate to them. Advice about [using evidence](#) is also provided.

Exemplar teaching portfolios for each faculty / discipline under each area of activity for each level will be developed over time and will be available from this site in due course.

Guidelines for supervisors / evaluators who will use the framework to evaluate performance and provide development and feedback opportunities will also be developed in due course.

[Introduction](#)

[The framework](#)

[The standard descriptors](#)

[Guidelines for Academic Staff](#)

[Examples of Sources and Types of Evidence](#)

[Using Evidence](#)

Professional Development [link to CATL]

[Teaching Award Nominations](#)

Introduction

The University of Western Australia is committed to the enhancement of the student learning experience through high quality teaching at all levels. Key to the development of academic teaching staff is the setting out of clear expectations in relation to teaching, including criteria against which staff can develop and be evaluated. The UWA Teaching Criteria framework provides a single set of criteria to underpin all relevant reward and recognition processes, so that expectations for academic staff in relation to teaching are clear and consistent with the University's stated strategic goals, and supported by a comprehensive framework which can be systemically and consistently implemented.

The teaching criteria are designed to assist individual academic staff, particularly new and early career staff, in clarifying expectations and to make the process of developing an academic portfolio more efficient, as well as providing guidelines to assessors and supervisors to assist in the process of evaluation and ensure consistent decision making and advice.

The criteria will be used by academic staff and their supervisors as a formative development tool to identify career objectives, and development needs, in addition to forming the basis for summative evaluative purposes where required (e.g. promotion).

Discipline and Individual Contexts

The teaching criteria framework developed for use at UWA is designed to be broad and flexible, whilst providing a robust and valid definition of effective teaching which is suited to the UWA context.

Interpretation of criteria and workload balance issues remain a matter for the supervisor and the individual academic, with significant direction and support from schools and faculties in relation to priorities and expectations. Faculties and Schools would be expected to define the types of teaching roles and expectations which exist in their disciplines and establish relevant emphasis and standards.

The Framework

Click on the hyperlinks for examples of sources and types of evidence which are appropriate in each area of activity. The evidence you present will also demonstrate your understanding of the core knowledge, and your commitment to the professional values.

Areas of Activity
1. Design and planning of learning activities and/or programmes of study 2. Teaching and supporting student learning 3. Assessment and giving feedback to learners 4. Developing effective environments and student support and guidance 5. Integration of scholarship, research and professional activities with teaching and supporting learning 6. Evaluation of practice and continuing professional development
Core Knowledge
Knowledge and understanding of: 1. The subject material 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme 3. Student learning processes, both generally and in the discipline 4. The use of appropriate learning technologies 5. Methods for evaluating the effectiveness of teaching and learning 6. The ways that self-reflective practice, professional development, and ongoing evaluation of teaching can enhance professional practice
Professional Values
1. Respect for individual learners 2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice 3. Commitment to the development of communities of learning 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity 5. Commitment to continuing professional development and evaluation of practice 6. Commitment to extending understanding of cultural diversity and the global environment including understanding of indigenous knowledges.

University-wide Standard Descriptors

These descriptors represent the general expectations for the teaching component of an academic staff member's role at different levels; staff entering at each level (or being promoted to a level) may not meet all expectations for the level, but would be expected to develop a career plan which sets out the development required to meet the level of the descriptor. The descriptors may be used to guide the preparation of a case for promotion; however the standards and requirements (range and scope) for promotion are determined by the [Academic Promotions policy](#). All staff are also expected to meet the Minimum Standards for Academic Levels (MSAL) – see [Schedule F of the Academic Staff Agreement](#) 2006. All new staff are also expected to have completed the [Foundations of University Teaching and Learning \(FUTL\) program](#), or its equivalent.

Lecturer (Level A)

A Lecturer develops an understanding of the student learning experience through contributions to teaching which include implementation of effective teaching practices, a commitment to improvement and innovation in response to feedback and the provision of support for students in the learning context

Assistant Professor (Level B)

An Assistant Professor demonstrates an understanding of the student learning experience through a commitment to high quality effective teaching practice, including the ability to incorporate research, scholarship and/or professional practice into teaching activities and a commitment to improvement and innovation in response to feedback

Associate Professor (Level C)

An Associate Professor demonstrates an understanding of the student learning experience through high quality effective teaching practice, including the incorporation of research, scholarship and/or professional practice in to teaching activities. An Associate Professor promotes and supports student learning through mentoring and leadership roles (formal or informal), including a commitment to the development of learning and teaching communities and ongoing improvement and innovation in response to feedback both personally and across the discipline

Professor (Level D)¹

A Professor supports and promotes student learning through a significant contribution in a leadership role, including a demonstrated contribution to the development of learning and teaching communities within the university and more widely and a significant role in peer review and mentoring. A Professor demonstrates an original contribution to the advancement of teaching and learning in the discipline and/or university community, including the incorporation of research, scholarship and/or professional practice in to teaching activities

Winthrop Professor (Level E) / Professorial Fellow (Teaching and Learning)¹

A Winthrop Professor or Professorial Fellow (Teaching and Learning) supports and promotes student learning through an outstanding contribution in a leadership role, including a demonstrated contribution to the development of learning and teaching communities within the university and more widely and in peer review and mentoring. A Winthrop Professor or Professorial Fellow (Teaching and Learning) demonstrates distinguished, original and innovative contributions to the advancement of teaching and learning in the discipline and/or university community, including the incorporation of research, scholarship and/or professional practice in to teaching activities

GUIDELINES FOR ACADEMIC STAFF

Example Sources and Types of Evidence

The following examples apply to all levels of academic staff; sources and examples of evidence in **bold** may be more appropriate for staff at the associate professor or professor level, and may not be relevant for early career staff; however, this will differ between disciplines.

These examples are illustrative to provide guidance to staff on the types of evidence appropriate to each area of activity. Staff should identify sources of evidence appropriate to them; there is no expectation that staff will be able to draw on all of the sources of evidence for each activity, however it is expected that levels of evidence will increase for more senior staff.

Staff would normally build a suite of evidence, which shows engagement in each of the areas of activity contained in the framework, but to varying extents. **This process is cumulative**, and the emphasis placed on different activities may change over time. When staff engage in activities outside the scope of the framework, these should also be reflected in the teaching portfolio.

¹ This level subject to change pending agreement of new academic career structure. The addition of a standard descriptor for Level E is pending clarification on expectations for Winthrop Professors and Professorial Fellows (Teaching and Learning) in the new career structure.

Where staff are designated as 'teaching-only' or where they negotiate a workload which emphasises teaching activities for a time, they will be expected to engage more significantly with the framework to evidence the quality of their teaching – the exact balance of activities for such staff will be negotiated at the school / supervisor level.

1. Design and planning of learning activities and/or programmes of study

[Development and preparation of learning resources and materials for a unit of study; Unit coordination; Involvement in curriculum development for larger programs/majors and courses]

Example Sources of Evidence	Example Types of Evidence
Unit materials (or other relevant resources) which demonstrate: • appropriate and varied use of learning activities • a creative and innovative approach to teaching • effective structuring of learning • an understanding of how the content fits in to a wider curriculum /course • a scholarly approach to curriculum design Effective unit coordination including: • effective preparation of tutors • organised, well prepared unit and resource materials • effective management of teaching teams Contribution to curriculum development / review Contribution to leadership in the design and planning of learning activities through one or more of the following activities: • Leadership of curriculum development / review • Peer reviewer or mentor to a colleague in the area of unit development • Program or course (or equivalent) coordination	Peer review of learning materials, learning activities, and curriculum Benchmarking of a unit or program against similar units or programs Use of learning materials by others (either within the university or externally) Letters from Chairs of relevant curriculum committees or equivalent detailing contribution Formal student feedback (e.g. SPOT, SURF) relating to the unit design, learning activities, and organisation in the unit of study Nomination for a teaching award for a program or curriculum Formal feedback from members of teaching teams (clinical teachers; tutors) relating to management; student feedback relevant to the management of a teaching team Feedback from staff who you have had a significant role in mentoring

2. Teaching and supporting student learning

[Quality of teaching, (including teaching by flexible delivery, clinical teaching, placement supervision, studio teaching etc.); Supervision of honours and research higher degree students]

Example Sources of Evidence	Example Types of Evidence
Range, level, and type of teaching (including supervision) Evidence of: • the use of a student centred learning approach • a creative and innovative approach to teaching • collaborative teaching approaches • self-reflective teaching practices Evidence that chosen techniques are: • successful in supporting student learning • appropriate to the learning context Evidence of contribution to the development of staff through mentoring relationships, peer review or teaching teams	Peer feedback on teaching and supervision practices Formal student feedback (e.g. SPOT, SURF) relating to class room/supervision/teaching practice Informal, unsolicited student feedback Workplace feedback on students' preparation and performance on placement /clinical settings Nomination for a teaching award Formal feedback about your role as a mentor or reviewer from peers

3. *Assessment and giving feedback to learners*

[Design and execution of assessment tasks, aligned with student learning outcomes; and the provision of appropriate feedback to students]

Example Sources of Evidence	Example Types of Evidence
Contribution to the development of reliable and valid assessment tasks Assessment tasks are clearly aligned with learning outcomes of the unit, course and UWA educational principles Provision of: • clear criteria and guidance on assessment tasks • timely, explanatory, diagnostic feedback Considered use of: • a variety of assessment tasks (formative and summative) • types of assessment to facilitate students' full demonstration of their learning • flexibility for individual students and sensitivity for diversity, disability Evidence of academic leadership in assessment through one or more of the following activities: • Contribution to the development of capstone experiences; student learning outcomes for a major/program; graduate attribute statements etc. • Contribution to or leadership of a moderation exercise • Acting as a mentor or peer reviewer in relation to assessment	Formal student feedback (e.g. SPOT, SURF) relating to assessment tasks and feedback. Examples of students' work; examiners' reports for postgraduate students; independently marked or moderated student work and/or data which demonstrates student learning Research student completions Tests of student learning which show evidence of students adopting a deep approach to learning eg SSQ Excerpts from unit materials relating to assessment and feedback Formal feedback from the course coordinator or equivalent about your role as a mentor, reviewer, moderator of assessment etc. Peer review of the quality of assessment tasks and level of learning specified

4. *Developing effective environments and student support and guidance*

[Activities relating to the creation of an engaging learning environment for students, including the development of learning communities and strategies used to account for and encourage student diversity]

Example Sources of Evidence	Example Types of Evidence
Demonstrated effective practice (in curriculum development and class room practice) in: • Cultural diversity • Principles of equity • Indigenous studies • Promotion and support of student engagement • Development of learning communities • Respect and support for the development of students as individuals • Supporting students with special needs Providing guidance and support outside of the formal classroom environment Demonstrated engagement with a number of learning and teaching communities (formal or informal) within or external to the university, academic leadership of such communities Formal role in relation to the provision of student advice	Formal student feedback (e.g. SURF, SPOT, AUSSE) relating to engagement and diversity Informal, unsolicited student feedback Feedback from members of learning communities Contribution to wider student, course, faculty, university and community based activities Contribution to student advising, mentoring Feedback from students and peers relating to role as a student advisor or equivalent

5. *Integration of scholarship, research and professional activities with teaching and supporting learning*

a. Teaching and Learning research incorporated in to teaching practice

Example Sources of Evidence	Example Types of Evidence
Evidence of: • Teaching and learning scholarship in the practice of teaching and curriculum development • Publication in teaching and learning • Self-reflective practice • Classroom research	Publications, conference participation relevant to teaching and learning research Research indicators relating to research in teaching and learning Membership on a successful team, or individual success, in applying for Awards, Grants, Competitive funding related to teaching and learning (eg. ALTC and UWA teaching awards, fellowships, grants); outcomes of projects

b. Inclusion of discipline based research in to curriculum

Evidence of the use of innovative and recent research in curriculums and teaching activities Contribution to the development of new curriculum which incorporates recent research across a course / program Promotion of the teaching/research nexus within the discipline	Excerpts from unit materials relevant to the incorporation of current research in to teaching activities Peer Review of teaching materials which demonstrate engagement with the teaching/research nexus Peer review of curriculum materials
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c. Research-led teaching (incorporating authentic research experiences)

• Evidence of Research-led teaching in curriculum design and teaching practice • Undergraduate honours supervision Coordination of honours programs	Excerpts from unit materials demonstrating the use of research techniques in undergraduate teaching Peer Review of teaching materials Honours student completions / grades
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d. Incorporation of professional activities in to teaching

• Work-based learning activities • Integration of industry partnerships in to teaching Coordination of discipline / program based programs in work-based learning Development of partnerships with industry at the discipline / school level	Feedback from industry partners
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6. *Evaluation of practice and continuing professional development*

[Evaluation including: reflective self evaluation, assessment moderation, other evaluations of student learning; Use of student surveys and peer review to inform personal and professional development; Systematic evaluation of curriculum; Professional development activities]

Example Sources of Evidence	Example Types of Evidence
Systematic participation in continuing professional development in teaching Self-evaluation of practice using a range of sources of evidence, particularly in relation to new or innovative practices Feedback is used to enhance teaching practice Evidence of the quality of student learning is consistently sought and acted upon	Teaching Qualifications or completion of other teaching development programs Self-Reflective memo/journal; teaching portfolio. Examples of changes that have been made as a result of reflection, feedback. Interpreted results from student and peer feedback and excerpts from relevant unit material where this evidence has been used to change practice

Contributions to the professional development of others (e.g. mentoring, participation as a peer reviewer)	Results from tests of student learning and evidence of how they were acted upon. Examples of leadership and contribution in professional development and evaluation
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Using Evidence

1 Academic staff will use the different types of evidence, drawing from the examples provided above, or from different sources, to demonstrate the way in which they meet the [standard descriptors](#) for teaching expectations at each level. The framework allows this evidence to be collected and organised systematically and coherently.

Depending on the purpose for which the framework is being used a synthesis of the evidence collected may need to be presented in the portfolio (e.g. the portfolio may not contain all of the evidence you have collected in relation to your teaching) to make a specific claim in relation to performance or development needs.

Range and scope of teaching

The teaching portfolio should contain evidence of the range and scope of teaching undertaken in the period under review including summaries of:

- contributions to curriculum development, including size and significance of contribution (e.g. member of team, leader of committee, substantially revised a course, wrote a new course etc.)
- units in which you have undertaken teaching or coordination, including the number of students, and the percentage of teaching
- research students supervised
- activity as a peer reviewer, assessment moderator or mentor
- formal professional development

The range and scope of activities is expected to change throughout an academic's career and general expectations for the scope of teaching appropriate for a teaching/research academic will be made at a discipline / school level depending on the teaching load of the department and its strategic goals, and through the [Academic Promotions Policy](#) in relation to expectations for promotion purposes. Teaching-intensive academic staff could reasonably be expected to be undertaking a wider range and scope of teaching activities, and in particular may be expected to have a greater role in scholarship and evaluation. The range and scope of teaching will also change as staff progress throughout their career, with more senior staff expected to have a greater leadership and development role – see [standard descriptors](#)

Details of any specific expectations for teaching staff within a school / faculty, and/or any negotiated balance of activities between a supervisor and staff member should be detailed in the range and scope of teaching statement in the teaching portfolio.

The Centre for the Advancement of Teaching and Learning (CATL) will develop a program and resources to assist staff to demonstrate quality and level of attainment in relation to each available type of evidence.

Self-Assessment / Self-Reflection

Self-reflection is an important aspect of good quality teaching and should be reflected in your portfolio. In particular, the way in which the core knowledge and professional values contained in the framework are reflected in your teaching activities should be made explicit, and the reasons for decisions in relation to your teaching methods made clear. However, claims about the quality of your teaching need to be supported by external evidence.

Student Surveys

Staff can use student evaluations of teaching to show improvement in teaching quality over time, and to demonstrate the way in which student feedback has been used to enhance subsequent practice (development).

There are two main student survey instruments at UWA:

SURF – unit organisation, learning resources, assessment and learning outcomes.
Aggregated results available for comparative purposes

SPOT – evaluations of teaching. Rating Interpretation Guides available for three global items (effective instructor, organisation, clarity of instruction).

Other student surveys can be used where appropriate. Survey results should always be interpreted and placed in context.

Unsolicited informal student feedback may be submitted as evidence of student satisfaction but in most cases this type of feedback will not be considered as highly by evaluators as survey results which are more systematic.

Student Learning

Evidence of student learning should take the form of formal assessments by external moderators; accepted tests of student learning; or official university statistics (e.g. for research student completions). All staff should be able to demonstrate student learning as a consequence of their teaching.

Pre- and post-testing, external moderation of assessment tasks, external marking/moderation of student work (including of the quality of student attainment of understanding of key discipline concepts), and data on completions of research and honours students are all potential ways to demonstrate student learning as a result of your teaching.

Peer Review

Peer review is the main way in which staff provide evidence of leadership in teaching and learning, and of the quality of their teaching practices.

Peer Review can encompass many aspects of collegial discourse which occur informally in most schools, as well as more formal review processes undertaken for specific purposes. For the purposes of these criteria, peer review can encompass – planning materials and scheduled teaching and learning activities, curriculum content and design; learning materials / resources; observation of class room practice; assessment tasks and participation in moderation exercises; mentoring relationships; and scholarly contribution and research relating to teaching and learning.

Where feedback is sought from a peer in relation to a contribution to a committee / curriculum development / mentoring program etc. it should be in the form of a formal reference, and the colleague must be made aware of the purpose of the reference, and the activity which you are seeking to provide evidence for.

Assistant Professor

At this level, it would be expected that the academic staff member would undertake a developmental process of systematic peer review of a broad range of their teaching practices over a period of time. These might include a review of their teaching materials; unit/curriculum content and design; assessment tasks and assessment standards of the students' work; relationship and engagement with students and peers; and class room practice; by colleagues (including experts in the field) within the university or in cognate disciplines/ field of study.

Associate Professor

At this level it would be expected that the academic staff member would have engaged in a developmental process of peer review as an Assistant Professor. An Associate Professor would seek and engage in peer review with colleagues external to the university with a national reputation and expertise in the field of review and would be engaged as a reviewer and mentor for junior colleagues.

Professor

This level builds on the previous two levels, with a Professor expected to demonstrate engagement in peer review with national and international experts in their various fields, regularly participate in reviewing others at a similar level, and contribute at the national and international level as an expert in some areas of expertise in teaching and learning.

Teaching Award Nominations

Staff who are nominated for a teaching award will need to prepare a synthesis of their teaching portfolio which may be quite different to that used for other purposes. A teaching award nomination will usually draw on very specific examples of your work in a particular area in order to demonstrate excellence.

Many UWA teaching awards will have criteria based on the Australian Learning and Teaching Council (ALTC) Award for Teaching Excellence Criteria. Staff will be able to draw evidence that they have gathered under the UWA teaching criteria framework to respond to each of the ALTC Criteria. Support is available to staff nominated for an ALTC award through the [ALTC Support Office](#) and from the [Centre for the Advancement of Teaching and Learning \(CATL\)](#)

Appendix 9: Professional Development of Teaching Discussion Paper

OFFICE OF THE PRO VICE-CHANCELLOR (TEACHING AND LEARNING)

THE TEACHING QUALITY INDICATORS PROJECT

**PROFESSIONAL DEVELOPMENT IN TEACHING SUB-PROJECT:
DISCUSSION PAPER**

Prepared By: Jacqueline Flowers, Project Officer (TQI)

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Related Documents:

Project Description (Version 2)

Stage 2 November 2007 – March 2009 (Version 2)

Final Report on Current Teaching and Learning Practice at UWA

Literature Review: Professional Development of University Teachers

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Background and Context

Teaching Quality Indicators Project

The Teaching Quality Indicators (TQI) project is an Australian Learning and Teaching Council (ALTC) (formerly the Carrick Institute) funded national project for which UWA is one of eight pilot institutions in Stage 2. Refer to www.teachingandlearning.uwa.edu.au/indicators for an overview of the project, and to the Project Description and Stage 2 (version 2) documents for detailed project descriptions for the UWA pilot. Stage 1 of the national project involved the development of a TQI Framework from extensive research (see website) which identifies four dimensions of quality teaching and specifies indicators which may be relevant in each.

UWA has agreed to focus its pilot project on the 'promotion, recognition and reward of teaching', and has developed four sub-projects to be completed throughout 2008. These are:

1. Audit Sub-project
2. Reward and Recognition Indicators sub-project (previously referred to as the 'mapping' project)
3. Criteria sub-project
4. Professional Development sub-project

Professional Development Sub-Project (4)

The professional development sub-project undertakes to consolidate and enhance the professional development of teaching opportunities and policies at UWA.

The TQI framework for quality teaching includes a number of indicators relating to the professional development of academic staff in teaching, including teaching qualifications and ongoing professional development opportunities. These indicators can be used to develop good practice in the areas of professional development in teaching which have been shown to have a positive effect on student learning outcomes.

The professional development sub-project commenced with a review of the literature undertaken by the Administrative Assistant (TQI) to confirm the link implied in the TQI Framework between increased professional development and quality student learning outcomes.

This discussion paper arises from that review and a detailed analysis of the relevant sections of the TQI Framework table 'Rewarding and Recognising Teaching.'

The TQI project team and the Centre for the Advancement of Teaching and Learning (CATL) will work in concert on the issues that arise from the implementation of this project. CATL will take responsibility for implementing any agreed recommendations.

Relationship to other sub-projects

The professional development sub-project is directly related to two of the other TQI sub-projects – the Reward and Recognition Indicators sub-project and the Criteria sub-project.

Reward and Recognition Indicators sub-project (2):

The Reward and Recognition Indicators sub-project is identifying a number of key quality indicators from the TQI framework table 'Rewarding and Recognising Teaching' to be embedded in UWA planning and accountability cycles.

This project will include the identification of appropriate indicators for use in measuring and evaluating the professional development of teaching program at UWA.

Criteria sub-project (3):

The Criteria sub-project is undertaking to develop a set of comprehensive, robust, evaluative criteria of quality teaching for use in promotion applications and to inform the Professional Development Review (PDR) process. It is likely that the resulting criteria will make reference to expectations of professional development for academic staff applying for promotion, and undertaking PDR.

Scope

This discussion paper outlines the research concerning the provision of professional development of teaching in higher education, considers the indicators suggested by the TQI Framework to inform good practice in professional development of teaching, and assesses current UWA policies against this background.

This paper is limited to a consideration of professional development of teaching only, focusing on the professional development currently offered by the Centre for the Advancement of Teaching and Learning (CATL). It does not consider other professional development offered by Organisational and Staff Development Services (OSDS) [research, leadership, technical skills etc.], nor other professional development which staff might undertake in discipline or faculty based teaching contexts or in maintaining their discipline knowledge.

This paper is designed to stimulate discussion surrounding professional development of teaching, and to inform policy makers of best practice as indicated by the TQI Framework. The TQI project is focused on policy improvement and will not engage in a discussion regarding the content of professional development of teaching programs, which is more appropriately addressed by expert staff within CATL.

This report does not attempt to consider in detail issues arising from the implementation of any of its suggested improvements such as resourcing, competing demands etc. (although these will be noted where they are relevant).

Current UWA Projects

Internal Review of Foundations of University Teaching and Learning²

Dr Tama Leaver from CATL has recently undertaken an internal review of the Foundations of University Teaching and Learning (FUTL) course, and associated programs. This review makes a number of recommendations relating to increased publicity for the course; its conversion to a six point unit in anticipation of a Graduate Certificate course; improvement of enrolment procedures; the expansion of the course in anticipation of participation becoming compulsory; and its inclusion in workload models for participating staff.

New Academic Career Structure Proposal³

The University is currently considering a proposal for a new academic career structure which would see the number of career levels at UWA reduced to three, with new nomenclature, and with overlapping salary scales. The proposed new structure includes a recommendation that appointees to the new Assistant Professor career grade (currently Level B) would not be able to achieve ongoing status until the FUTL course had been completed, and that the new Lecturers (currently Level A) would also be expected to undertake the FUTL course (although consequences for non-completion are not specified).

The similarities between the suggestions for improvement made below and the findings of the Internal review of FUTL and the New Academic Career Structure proposal are striking, and add weight to each of the three papers' recommendations. This discussion paper is based on evidence from the current research and the TQI framework; the Academic Career Structure proposal is based on the identified needs of the University as an organisation and on attracting and retaining quality staff; and the review of FUTL is based on information gathered about a specific course taught by CATL. However each of the three papers have similar suggested improvements in relation to professional development in teaching which provides further strength to the suggestions for improvement made below.

² Draft report prepared by Tama Leaver for the Pro Vice-Chancellor (Teaching and Learning), December 2007. Not publicly released.

³ A New Academic Career Structure at the University of Western Australia: A Proposal, February 2008, published at: <http://www.hr.uwa.edu.au/data/page/129401/AcaCarStruct20Feb.pdf>

Research and Literature

TQI framework

Chalmers' research for the TQI project indicates that years of experience in teaching, and teaching qualifications are positively and significantly related to student achievement⁴. In recognition of these research findings, the TQI Framework includes a number of indicators relating to professional development and educational qualifications as indicators of quality teaching and support for quality teaching. Table 1 (Appendix 1) is extracted from the 'Rewarding and Recognising Teaching' framework table which forms part of the "Institutional Climate and Systems" dimension of quality teaching. The table identifies indicators across four levels of the University (institution; faculty; school; individual) in a number of different areas related to professional development. These indicators represent best practice in professional development of teaching. The Reward and Recognition Indicators sub-project (see above) is currently working on consolidating some of these indicators into a small number of key indicators which can be used at UWA.

Professional Standards Framework (UK)⁵

The Higher Education Academy (HEA) is a UK national organisation that has been assigned responsibility by the Higher Education Funding Council for accreditation of university teachers. It does this primarily through accrediting professional development programs which are offered in universities in teaching and learning for new and experienced academic staff. All teaching staff in universities in England are required/expected to undertake a HEA accredited program. Having undertaken the program, they are eligible for Associate Fellow membership of the HEA. To attain Senior Fellow status they are required to submit a portfolio which is peer reviewed by highly qualified, trained assessors. Registration is recognised throughout the UK.

Professional development programs are evaluated against the Professional Standards Framework, with particular focus on:

- An enabling mechanism to support the professional development of staff engaged in supporting learning
- A means by which professional approaches to supporting student learning can be fostered through creativity, innovation and continuous development
- A means of demonstrating to students and other stakeholders the professionalism that staff bring to the support of the student learning experience
- A means to support consistency and quality of the student learning experience.

The Professional Standards Framework is a descriptor-based approach that allows institutions to determine their own criteria in the application of the framework to an institution's professional development programs. There are three standard descriptors that can be applied to a number of staff roles, and to different career stages of academic staff. The standards consist of six areas of activity, core knowledge, and professional values.

The HEA has also introduced a new Professional Recognition Scheme where an Associate, Fellow or Senior Fellow status is conferred to academic staff depending on their role and achievement in teaching and supporting learning as evaluated against the Professional Standards Framework (Higher Education Academy, 2006; 2007).

In Australia, the issue of university teachers being required to undertake formal training or qualifications in teaching was raised in the Nelson initiated *Crossroads* discussion papers. While this did not appear in the subsequent *Backing Australia's Future* (2004) initiatives under Hon. Brendan Nelson, Minister DEST, there continues to be interest in the approach taken in the UK.

⁴ Chalmers, Denise, "A Review of Australian and international quality systems and indicators of learning and teaching", Version 1.2, August 2007, Carrick Institute of Learning and Teaching in Higher Education, Retrieved 29th April 2008 at: http://www.carrickinstitute.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/t&lindicators_%20report_1.2_aug07.pdf p83

⁵ HEA, *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*; 2006. Retrieved 22 January 2008 from: <http://www.heacademy.ac.uk/ourwork/policy/framework>

Professionalisation of University Teaching

In 2002 Dearn et al published a report "*Investigation in to the Provision of Professional Development for University Teaching in Australia*"⁶ commissioned by DEST through the Higher Education Innovation Program (HEIP) to investigate the provision of activities relating to professional development for the teaching role of academics in Australian Institutions, and the attitudes of key university stakeholders toward the professionalisation of the teaching role. That report recommended that Graduate Certificate level should be the minimum standard required for professional practice as a university teacher and that institutions should be specifically funded as part of their operating grant to provide the necessary resources for new, existing and sessional staff of the university to undertake appropriate development. The report was interested in issues surrounding the transformation of university teaching in to a 'profession' and the structures which would be required to realise this goal. Part of the research undertaken for this report was in the form of stakeholder interviews and focus groups with academic staff – interestingly there was majority support for the idea of compulsory professional development, ongoing development, and even accreditation, however there were serious concerns with the practical implications of introducing new requirements for staff, and issues associated with sessional staff were particularly highlighted.

Professional Development for Sessional Teaching Staff

The Dearn et al report found that professional development is particularly important for sessional teaching staff; however this group of staff often had little or no access to appropriate training. Such staff undertake up to 40% of the teaching load in Australian Universities and therefore have a direct affect on the quality of our student learning outcomes but Dearn et al found that little funding or support may be available to allow these staff to engage in professional development to improve their teaching⁷

In 2003 the Australian Universities Teaching Committee (AUTC) funded a project "*Training Managing and Supporting Sessional Teaching Staff*" through the University of Queensland and Queensland University of Technology which undertook to disseminate best practice for training, supporting and managing sessional teaching staff, and resulted in the publication of guidelines and resources aimed at university administrators/managers, heads of school, and subject coordinators⁸.

Since the Dearn et al report, and the AUTC sessional teachers project, significant changes have been made to the opportunities available to sessional teachers in relation to professional development and other types of support. A number of universities have implemented new policies and guidelines relating to casual / sessional staff as a result of the AUTC project. For example, the University of Queensland now has a University wide sessional teacher policy and website.⁹

The Stage 1 requirements for the Learning and Teaching Performance Fund (LTPF) include a requirement for 'evidence of systematic support for professional development in learning and teaching for sessional and full-time academic staff'¹⁰.

⁶ Dearn, J., Fraser, K., & Ryan, Y. *Investigation into the Provision of Professional Development for University Teaching in Australia: A Discussion Paper*. 2002 Canberra: The commonwealth of Australia

⁷ Dearn, J. et al. Op. Cit and Chalmers, cited in Anderson, V. "Contingent and marginalised? Academic development and part-time teachers" *International Journal for Academic Development*, 12, 2007 pp111-121. Cited in Medic, Op.Cit. p5

⁸ Training, Managing and Supporting Sessional Teaching Staff, Australian Universities Teaching Committee, 2003 accessed at: <http://www.tedi.uq.edu.au/SessionalTeaching> 28th April 2008

⁹ UQ Casual Academic Staff Policy, accessed at: <http://www.uq.edu.au/hupp/index.html?page=25411&pid=25173> 28th April 2008; UQ Tutors, accessed at: <http://www.uq.edu.au/tutors/> 28th April 2008; Teaching and Learning Training for Sessional Teaching Staff at the University of Queensland, accessed at:

<http://www.uq.edu.au/hupp/attachments/personnel/SessionalTraining.pdf>; 28th April 2008

¹⁰ Learning and Teaching Performance Fund 2008 – Administrative Information for Providers, accessed at: http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/learning_teaching/ltpf/2008ltpf.htm; 20th June 2008

Australian Learning and Teaching Council (formerly Carrick) Projects

In 2006 the Carrick Institute commissioned a special project which aims to provide data on the diversity of sessional staff, their numbers and the breadth of their contribution to the sector. It will also make available high-quality resources to be used by institutions, developers and sessional teachers to provide enhanced opportunities for sessional teachers' recruitment, training and career development¹¹.

In 2007 the Carrick Institute also funded two projects through the Discipline Based Initiatives Scoping Studies – Higher Education Enterprise Initiatives which are directly relevant to professional development of University teaching in Australia. "Development of Academics and Higher Education Futures" aims to identify a range of scenarios for the future of higher education in Australia and identify the implications for the development of academics¹². The "Foundations Colloquium National Project" aims to capitalise on the Foundations of University Teaching Colloquium network to analyse key issues related to the induction and preparation of academics to teach in higher education and provide guidelines and resources to progress the scholarship of preparing new academic staff for teaching, encourage leadership in teaching and learning development and consolidate a formalised network of staff involved in programs of induction¹³.

Other findings from the Literature Review

A review of the literature regarding professional development of teaching in higher education undertaken for the TQI project supports the emphasis of the TQI Framework on the importance of professional development in teaching. In particular, the research identifies a number of studies where staff who engage in professional development in teaching activities were found to be more student-focused in their teaching, which in turn leads to better student learning outcomes¹⁴.

There is some concern in the literature that the positive effects of professional development on teaching quality may reflect the non-compulsory nature of most professional development activities – that those who take part are motivated to improve their teaching anyway¹⁵. However, this does not decrease the importance of professional development programs, as by offering such programs the University provides the support that these motivated teachers need to improve their practice.

The literature review makes a number of other key points regarding professional development in teaching:

- Academic staff display significant reluctance and in some cases resistance to participation in professional development of teaching. Time constraints and a perception that teaching is under-valued contribute to this issue, as does an institutional culture in which professional development is seen as remediation for poor teachers; or an interest in teaching is seen as demonstrating a lack of skill in research¹⁶.

¹¹ Carrick Institute for Learning and Teaching in Higher Education, Grants Scheme, 2006 Project Summaries, 2006, accessed at: http://carrickinstitute.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/grants_projects/summaries_booklet_2006.pdf 28th April 2008

¹² Development of Academics and Higher Education Futures (Phase 1), Swinburne University, 2007, accessed at: http://www.carrickinstitute.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/dbi_hee_academicdevelopment_projects/summary2.pdf 29th April 2008

¹³ Foundations Colloquium National Project – Preparing University Teachers: A model for national collaboration, Flinders University, 2007, accessed at: http://www.carrickinstitute.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/dbi_hee_foundationscolloquium_projects/summary.pdf 29th April 2008

¹⁴ Medic, Dragana, *Literature Review: Professional Development of University Teachers* prepared for the UWA Teaching Quality Indicators pilot project, March 2008. p5 Copy available on request

¹⁵ Postareff, L, Lindblom-Ylänne, S. & Nevgi, A. "The effect of pedagogical training on teaching in higher education". *Teaching and Teacher Education*, 23, 2007, pp557–571 cited in Medic, Op.Cit p6.

¹⁶ Trowler, P., & Cooper, A. "Teaching and Learning Regimes: Implicit theories and recurrent practices in the enhancement of teaching and learning through educational development programmes" *Higher Education Research & Development*, 21, 2002, pp221-240. Cited in Medic, Op.Cit. p4

- The research seems to support a discipline-specific approach to professional development of teaching to ensure relevance, however most universities deliver these programs through a central unit for reasons of efficiency, consistency, and quality assurance. Stes et al suggest that small domain specific discussion groups can be used to enhance generic training programs.¹⁷ These findings indicate that a balance needs to be struck; if programs are to be offered centrally they need to be flexible enough to consider specific disciplinary characteristics and needs.
- That academic staff may be reluctant to participate because they view programs offered as not sufficiently valid or of poor quality¹⁸. Some researchers suggest the development of an independent overseeing agency for professional development of teaching who would undertake a quality assurance role as well as the development of standards (see section on UK system above).

While this discussion paper is focused on formal mechanisms for professional development of teaching such as induction / foundation programs, seminars / workshops and qualifications which can be provided by the University as an institution, it should not be inferred that the less formal types of professional development are less significant in their contribution to the professional development of staff. Learning communities around teaching, 'mentor' type relationships which may be established in schools, and other discipline and social learning practices play a vital role in the way that academics develop their approaches to teaching.

Compulsory Higher Education Training in Northern Europe

A number of northern European countries have been moving to compulsory training for higher education teachers over a number of years. The following summary of requirements in the Netherlands, Sweden and Norway has been prepared by Professor Denise Chalmers, national TQI project leader.

Netherlands

Compulsory training for teachers in higher education in the Netherlands differs depending on the type of institution. A certificate of teaching competencies is required for all teachers in higher education vocational institutions. These programs are required to provide 300 hours (or equivalent) of pedagogic training. University teachers however, are not required to have any teaching qualifications¹⁹.

Sweden

The Swedish Higher Education Ordinance (2002) stipulates that senior and assistant lecturers are required to have completed compulsory higher education teacher training to be eligible for permanent employment in university. The government provided separate funding to develop and staff these training programs through individual institutional agreements between 2002 and 2004. The government did not establish standard regulations on the types and duration of the courses to be offered, recognising that institutions preferred to devise their own programs. Following a review of the compulsory training programs in 2006²⁰ and widespread discussion in the sector, the Association of Swedish Higher Education, a member group of Vice Chancellors, recommended that compulsory training in higher education teaching should comprise the equivalent of 10 weeks full-time study for all tenure track lecturers based on common learning outcomes. While not all institutions have fully implemented this requirement into their appointments and promotion criteria, many Swedish universities have established compulsory 10 weeks of full time study on teaching and learning for all staff²¹.

¹⁷ Stes, A., Clement, M. & Van Petegem, P. "The effectiveness of a faculty training programme: Long-term and institutional impact". *International Journal for Academic Development*, 12, 2007, pp99-109. Cited in Medic, Op.Cit p3

¹⁸ Hardy, I., & Smith, E. "Contesting tertiary teaching qualifications: an Australian perspective" *Teaching in Higher Education*, 11, 2006, pp337-350. cited in Medic, Op.Cit p5

¹⁹ Van Keulen, H., *Staff development and basic teaching qualification systems in the Netherlands, with a focus on Utrecht University*. Paper presented at ICED in Sheffield, June 2006

²⁰ Reported in Lindberg-Sand & Sonesson, "Compulsory Higher Education Teacher Training in Sweden: Development of National Standards Framework Based in the Scholarship of Teaching and Learning" *Tertiary Education and Management*, Vol 14, No. 2, June 2008 pp 123-139

²¹ Ibid

Norway

Compulsory education for all university teachers has a twenty year history in Norway with the Norwegian National Council of Universities in 1988 requiring all newly appointed university teachers to undertake basic education training, equivalent to 3-4 weeks of full-time study²².

Current Practice in Australia

There is a growing consensus on the benefits of professional development in teaching for academic staff for improving student learning outcomes. The example often used to argue for a professionalisation of teaching in Australian universities is that staff are commonly expected to have formal research training (PhD) to be eligible for an academic position, but not teacher training, yet both of these activities (teaching and research) are highly specialised occupations²³.

Most Universities in Australia now offer formal qualifications in higher education teaching, such as a Graduate Certificate or Graduate Diploma. 2002 research by Dearn et al²⁴ found that half of Australian universities offer such a qualification; a brief search of the DEEWR "Going to Uni" website in March 2008 indicated that thirty of forty Universities (75%) now offer a qualification in tertiary teaching (or equivalent)²⁵. Issues have been identified with such programs relating to quality assurance – there is little commonality in the structure of such courses (which range from 200 to 660 hours of study) between Universities, and it is not clear where they fit in to the Australian Qualifications Framework.²⁶ However, this situation is common amongst many courses in the Australian higher education sector, and internal and external quality assurance processes for Universities should be sufficient to ensure the quality of formal courses.

The question of whether staff teaching in universities should be required to have a qualification is a vexed one, which cannot be sufficiently resolved in this paper or by this project; it is a complex issue. However, there is certainly good evidence to say that Universities should be offering such a course to staff who wish to engage in it, and this is an area where UWA should take urgent action.

Almost all universities in Australia now also offer formal professional development in teaching through a central university unit²⁷ (such as the Centre for the Advancement of Teaching and Learning at UWA). A quick search on the websites of forty Australian Universities indicated that at least thirty-eight have central units who are responsible for providing professional development and support for teaching and learning. Most Universities have recognised the importance of offering their academic teaching staff a range of programs, seminars and workshops to enable them to improve their teaching practice, learn new techniques, and hear about best practice. The issues of quality assurance raised above may relate even more particularly to these more informal seminars / workshops and induction programs which are not subject to the same quality assurance processes as a formal university course.

Most universities now also teach a 'foundations' or 'induction' course (often called Foundations of University Teaching and Learning). There is a growing consensus that such foundation programs should be compulsory for new teaching staff. The Carrick Institute funded "Foundations Colloquium National Project – Preparing University Teachers: A model for national collaboration" (see above) aims to map current practice in this area and progress the scholarship of preparing new academic staff for teaching²⁸.

²² Lycke, K.H, "Compulsory education training for university teachers in Norway." In L.I.M Jillissen (ed.), *Personeelsbeleid en onderwijskundige professionalisering bij universiteiten* (pp 61-67), Rotterdam: Centra Research Wetenschappelijk Onderwijs, 1999 Cited in Lindberg-Sand & Sonesson Op. Cit.

²³ Dearn et al, 2002, Op. Cit, piv

²⁴ Dearn et al, 2002, Op. Cit. Cited in Medic, Op.Cit p3

²⁵ Information accessed from Going to Uni 7th March 2008 – www.goingtouni.gov.au through a course search on the following keywords: "tertiary" "teaching" "higher" "education" across forty recognised Universities (public and private); any course which named itself with the words 'tertiary' or 'higher education' was included in the tally. Universities with multiple courses were only counted once.

²⁶ Dearn et al, 2002, Op Cit. Cited in Medic, Op.Cit p3

²⁷ Ibid p2

²⁸ Foundations Colloquium National Project, Op. Cit

Current UWA practice

Educational Qualifications

UWA is one of an increasingly small number of universities that does not offer a teaching qualification in higher education for its staff. Sixty-Seven members of UWA academic staff currently hold a teaching qualification, of which seventeen are employed by the Graduate School of Education (GSE). Excluding GSE staff (for whom a teaching qualification is considered to be their 'discipline' qualification), approx 4% of UWA academic staff have a teaching qualification in addition to their professional/discipline qualification²⁹.

Compulsory professional development in teaching

The only compulsory training in teaching for UWA staff is "Foundations of University Teaching and Learning" for new academic staff members; however there are no penalties for non-completion and currently only around 24% of new staff are completing the course³⁰. It is accepted that the course may not be suitable for senior staff entering the university who already have significant teaching experience. An internal review of the foundation programs offered by CATL has made a number of recommendations to improve the administration of this program. The New Academic Career Structure Proposal supports the compulsory nature of this program for early career staff, and for the first time links completion of the program to achieving on-going (tenured) status.

Ongoing professional development in teaching

Current figures for UWA staff undertaking any CATL program are approx 12% in 2007³¹ including participation in the compulsory foundation program.

Staff are not required to undertake any ongoing professional development, but are encouraged to engage in relevant programs.

It is accepted that many UWA academic staff are 'time-poor', and that whilst teaching is important to them, undertaking training to improve their skills may be a low priority when set against more immediate tasks such as undertaking the teaching itself; and research activities. Results from the 2003 working life survey indicate that many teaching staff already feel that they do not have sufficient time and resources or institutional support to engage in professional development of teaching activities.³² Results from the 2006 working life survey indicate that only 20.2% of academic staff feel that they have access to adequate time and resources to make changes to their teaching methods³³.

Sessional Training

Responsibility for sessional or casual staff at UWA lies with the schools and faculties who hire them. The *Review of Current Teaching and Learning Practice* undertaken for the TQI project shows that only two faculties have a requirement for sessional staff to undergo professional

²⁹ Qualifications data provided by Human Resources 29th October 2007; all academic staff with teaching qualifications (includes casual academic staff who have lodged their qualifications with HR). Total Academic Staff Nos accessed from Executive Information System: UWA Academic Staff by function, classification and level 31 March 1998-2007 (casuals are excluded); classification "academic". Two datasets not directly comparable, approximate percentage only

³⁰ No. of staff who completed the course between July 05 – July 07, as a percentage of the total number of new staff in that period. Number of new academic staff used in these figures includes general staff, casual teaching staff, and staff who commenced prior to 2005 who chose to undertake the FUTL program + all other new academic staff (excluding research only staff) for whom the program is an expectation. Figures provided by CATL October 2007.

³¹ Data is accessed from the CATL enrolment database; in some cases data is incomplete and all figures should be considered approximate. Staff who took more than one course are only counted once. Total staff numbers are taken from the Executive Information System; accessed 19th December 2007; UWA staff by function, classification, and level 31 March 1998 – 2007: all staff as at 31 March 2007 (excluding casuals). Percentage figure is an approximation as CATL figures include casual staff. In addition, total staff figures include research only and general staff, as these staff are able to participate in CATL courses, however for many of these staff such courses would not be relevant. It is not possible to separate general or research staff out in the CATL data provided

³² Working Life Survey 2003; accessed at: <http://www.hr.uwa.edu.au/data/page/54372/WLS2003ExSumm.pdf> 21st Jan 2008.

³³ Working Life Survey 2006; accessed at: http://www.hr.uwa.edu.au/publications/discussion_docs/working_life_surveys/2006 10th April 2008

development in teaching, in both cases this consists of an induction program – in one case specifically for casual tutors which provides instruction regarding appropriate teaching techniques; in the other case it is a general introductory seminar session to make staff familiar with the faculties' processes and procedures³⁴. In both cases these programs are offered by single-school faculties. In other faculties, schools are expected to manage their sessional staff appropriately; however no schools report offering formal training opportunities for sessional staff, some report offering one-on-one support for those staff who need help, and some report taking as much advantage as possible of the Postgraduate Teaching Internship Scheme which offers substantial professional development in teaching for postgraduate research students³⁵.

Sessional staff are able to participate in any of the CATL programs, including FUTL, however there appears to be little incentive / reward for sessional staff who are not postgraduate students to voluntarily undertake such training. At this time it is not possible to report how many sessional staff undertake CATL programs as statistics do not differentiate between types of staff member.

This variable provision of training and support for sessional teachers is of concern, as eligibility for the Learning and Teaching Performance Fund (LTPF) requires that sessional teachers are provided training and support.

Underlying Principles

From the research and understanding the needs of UWA academic staff, the following principles should be taken into account in any changes to the professional development of teaching requirements at UWA. These principles and the suggestions for change which follow them attempt to balance the obvious workload issues associated with expecting staff to undertake professional development in teaching alongside the growing evidence that such development can substantially contribute to the quality of teaching in an institution.

1. Recognition that engagement in professional development in teaching activities has the potential to improve student learning outcomes and the quality of teaching at UWA. As such, it needs to be embedded in the culture of UWA as part of valued, everyday efforts to provide a quality teaching and learning experience.
2. Professional development of teaching programs at UWA must be efficient and effective, and easy for the staff member to access.
3. Professional development of teaching programs at UWA should be directly aligned with qualities in teaching that the evidence indicates have a positive effect on student learning outcomes, are internally consistent, well-marketed and 'visible' to the university community
4. Professional development programs of teaching at UWA should be contextualised by discipline where appropriate.
5. Participation and completion of such professional development programs must be sufficiently rewarded and supported by the schools, faculties and institution
6. Programs provided are consistent with and support the attainment of teaching criteria (related to appointment, promotion and PDR) and relevant TQI indicators
7. Sessional and casual staff are included in the planning for professional development to ensure the provision of quality teaching experiences to students.

Suggestions for Change

Policy Development and Implementation

Consistent policy development will be important to ensure the satisfaction of staff and engagement with the process, so that any changes designed to increase the amount of professional development in teaching undertaken by staff are successfully embedded in to actual practice.

³⁴ Report on the Review of Current Teaching and Learning Practice, February 2008
<http://www.teachingandlearning.uwa.edu.au/page/133801> (internal UWA only) p4

³⁵ Ibid p4

Development or revision of policy documentation will need to be undertaken in consultation with Human Resources, the Centre for the Advancement of Teaching and Learning, the University Executive and all Faculty and Schools of the University.

Policy development or revision will be required in a number of areas if the changes suggested by this paper are accepted. In each section below, where it is felt that significant policy revision is required this is noted.

The University may benefit from the expansion of the current staff development policy (Part B - 39 HR Policies and Procedures) and/or the development of associated guidelines, to specifically incorporate some of the suggested changes discussed below.

Foundations of University Teaching and Learning

The Foundations of University Teaching and Learning (FUTL) program is considered to be the minimum amount of professional development in teaching that is acceptable for staff commencing employment in a teaching role at UWA. The new Academic Career Structure proposal therefore includes a provision for this course to be compulsory for Level A (Lecturer) and Level B (Assistant Professor) staff, with it a requirement for confirmation of ongoing status for Level B staff. However, this paper would urge the University to consider going further than this; and make FUTL compulsory for all new staff of the institution (at any level). New staff at a more senior level who can provide evidence that they have completed an equivalent program elsewhere or have sufficient teaching skills would be eligible to apply for an exemption³⁶. Consideration should also be given to requiring new staff exempted from FUTL to undertake an alternative professional development in teaching opportunity, such as the recommended “Beyond Foundations” from the internal FUTL review,³⁷ or a requirement to complete an appropriate teaching and learning orientation session which is focused on the particular context of UWA.

Following on from the above, consideration should also be given to having FUTL (or alternative program) as a pre-requisite for the confirmation of on-going status for all new staff, and it should also be included as part of the first PDR evaluation.

If it were agreed that all new staff (regardless of level) be required to undertake a professional development in teaching opportunity on joining the University, the expectations contained in the New Academic Career Structure proposal for schools to provide support to early career staff to support the development of their career³⁸ may need to be extended to include specific support (such as teaching relief) provided to more senior staff undertaking FUTL or an equivalent program.

Policy

Any expectation for new staff (at any level) to undertake the FUTL program will need to be incorporated in to human resources policy. It is suggested that it would also be appropriate for it to form part of the guidelines for the professional development review (PDR) for new staff.

Educational Qualifications

Currently, UWA does not actively encourage its staff to undertake a formal qualification in teaching (certificate or diploma) nor does it offer a qualification. CATL is pursuing the introduction of a Graduate Certificate in Higher Education course within its current planning cycle, which will include the Foundation of Teaching and Learning (FUTL) program, and the training provided as part of the Postgraduate Teaching Internship Scheme as units within the certificate which can be credited post-hoc. This paper fully endorses this development, and suggests that sufficient resourcing and support is provided to CATL to ensure the course is introduced as soon as possible.

³⁶ Such skills could be demonstrated through a teaching portfolio.

³⁷ Leaver Op. Cit p11

³⁸ New Academic Career Proposal Op. Cit p12

Policy

The introduction of a Graduate Certificate in Higher Education should be accompanied by policy and guidelines relating to the support provided by the University for Staff to undertake such a course, including financial and time incentives (i.e. teaching/research relief or workload points; fee scholarships or waivers), and incentives which can be provided to schools or faculties who encourage their staff to gain an educational qualification.

Ongoing development

Given that the research shows that quality teachers are those who integrate established theories of learning in their practice of education in order to understand how students develop and learn³⁹, and that the research also indicates that staff who undertake professional development opportunities improve their teaching practices⁴⁰, consideration should be given to increasing expectations for academic staff to undertake continuous professional development in teaching throughout their careers. Ongoing development can be encouraged through its inclusion in the promotion process and the professional development review. In this regard, the more informal types of professional development should be identified and any expectations of ongoing development should be widely defined, to include such things as publication of teaching research, attendance/presentation at a teaching-focused conference or forum, and possibly also including participation in a peer review of teaching process, mentoring relationships, engagement with teaching communities within their discipline etc alongside more formal workshop / seminar programmes offered by CATL. In encouraging ongoing development, an important aspect will be to maintain the currency of professional development programs. It is suggested that this may be achieved by linking the programmes offered by CATL to the new criteria for quality teaching being developed by the TQI project (such that the relevance of a particular program is clear, and linked to performance on a particular indicator); and that wherever appropriate relevant professional development is contextualised by discipline.

To encourage ongoing development, the University should consider the way that programs offered by CATL are currently marketed, not just to individuals, but to schools and faculties as well, and that leaders of schools and faculties also take responsibility for encouraging their staff to engage with professional development opportunities, and are appropriately rewarded for doing so.

Policy

Policy relating to the recognition of professional development for appointment, promotion and PDR purposes needs to be broad and encompass the full range of potential professional development activities which can assist in the enhancement of teaching practices. If ongoing professional development in teaching becomes an expectation for academic staff the most appropriate mechanism for embedding this in to policy would be its inclusion in the professional development review process.

Sessional Staff

The research shows that professional development is particularly relevant for sessional / casual staff, but that these staff may have little access to such development. The University should consider ways to ensure that all new sessional staff undergo an induction / training session, which is tailored to their needs. (E.g. sessional staff engaged as tutors may need different training to those employed to coordinate a unit). In order to successfully provide such training across the University it may be appropriate that CATL coordinates this process, and assists each faculty / school to provide such training. One potential way of providing such support may be for Associate Deans (Teaching and Learning) and their equivalents, and/or CATLysts to take on a mentoring role as part of their responsibilities. It may also be appropriate that sessional staff who are coordinating units, or lecturing, not only have access to the full range of CATL programs, but are encouraged to undertake ongoing professional development activities. For such a change to be successful, the University will need to ensure that sessional staff are not

³⁹ Chalmers, Op. Cit. p84

⁴⁰ Medic, Op. Cit. p6

disadvantaged by any new requirements, and that consideration be given to paying staff for participation in professional development for teaching.

Policy

It is suggested that UWA may need to engage in development of a university-wide comprehensive policy relating to the employment of sessional / casual staff if it wishes to improve practice in this area. It is suggested that the university needs to develop policy for the employment of Sessional staff which is wider in scope than just expectations for professional development or training, and also includes expectations around selection and recruitment, roles and responsibilities, supervision, access to resources and facilities and other ongoing support. The guidelines developed by the “*Training Managing and Supporting Sessional Teaching Staff*”⁴¹ project may be an appropriate resource for developing such policy and guidelines.

On-line Resources

To satisfy one of the principles set out above, such that professional development in teaching needs to be efficient and easily accessible, it may be appropriate to significantly expand the online resources currently provided by CATL, and investigate the possibilities of on-line teaching modules for a number of CATL programs. (The internal FUTL review recommends that this occur for the foundation programs⁴².) Completion of such on-line professional development should be able to be recorded centrally by the University and be considered for any requirements for ongoing professional development (see above). It may also be appropriate to review the current CATL website to increase the visibility of other existing on-line resources which are already quite extensive.

Monitoring and Evaluation

In order to measure the success of our professional development programs and policies, it will be necessary to improve the data collection currently undertaken by CATL for staff participating in their programs. It is understood that CATL are commencing discussions with Human Resources to investigate the use of ALESCO (the HR central records system) to register enrolments and record participation in their programs. This paper would encourage such a move to centrally registering and recording such participation, and would emphasize the importance of having data available which can be reported to a high level of detail.

Challenges and Issues

Resources

Any changes to the current set of professional development offerings made available by CATL, and any expectations placed on academic teaching staff to increase the amount of professional development in teaching being undertaken will inevitably have significant resource implications for the University and in particular for CATL.

Consideration will need to be given to the provision of appropriate resources to cover the teaching/research responsibilities of staff undertaking professional development activities to ensure that staff really are provided with the time to undertake required or recommended courses.

Any changes to sessional staffing policies have the most severe resource implications, as currently almost no formal training is provided specifically for these staff.

Support and Commitment

The major challenge for any change to professional development in teaching expectations will be to gain the support and commitment of academic teaching staff and their schools and faculties for increased training, monitoring and evaluation. Academic staff and those in leadership positions within schools and faculties must be convinced of the benefits in

⁴¹ Training, Managing and Supporting Sessional Teaching Staff, Op Cit

⁴² Leaver, Op. Cit. p6

undertaking professional development in teaching, and any monitoring and evaluation of staff's professional development activities must be unobtrusive and not take up substantial time resources. In addition, the expectations for participation in professional development must be well understood and embedded in to school and faculty policy and practice. Staff also need to be more aware of the opportunities for development, and better publication of available resources would assist with this process. Lastly, some research indicates that academic staff see professional development in teaching as a deficit model – that engagement in such development implies that current practice is poor. The university must discover whether this is the case at UWA and if yes, work toward changing this cultural artefact. It will be important that sufficient support and resources for the embedding of professional development are allocated to ensure that professional development is embedded at all appropriate levels of the University community and becomes part of the culture of the institution. Appropriate incentives and rewards at the school and faculty level to encourage increased participation of staff, and development of discipline level programs should be pursued.

Workloads

Academic staff already have significant workload issues, and these must be managed alongside any increased expectations in professional development. It is increasingly difficult for staff to balance their teaching and research responsibilities. The inclusion of mechanisms to have professional development recognised through workload points (as recommended in the internal FUTL review) and/or teaching/research relief may assist in resolving some of these issues, however they may only have the affect of 'shifting' the problem on to another staff member if a school does not have the resources to employ additional staff. The danger is that assigning workload points to CATL courses may simply mean that staff have to carry an overload of points to complete them, or that this burden will be passed on to someone else within the school. Even with funding provided to schools to minimise impact, it must be recognised that in some cases throughout the university it is not currently possible to employ sufficient casual staff with the necessary expertise to teach some units if backfilling is required.

In addition, the devolved nature of workload policies in the university, where each school is responsible for its own system of workload allocations means that devising a standardised policy for the awarding of workload points would be a significant challenge. This is particularly the case because currently in most cases staff are not awarded workload points for other types of professional development related to their discipline knowledge or research and there may therefore be resistance to making a 'special case' for teaching development.

It is highly desirable that professional development is recognised in workload policies and the university is urged to consider these issues.

Central vs Discipline

The nature of teaching and learning at UWA means that formal teaching development is centred in the Centre for the Advancement of Teaching and Learning (CATL) which staff may see as disconnected from their teaching lives. It will be crucial that staff see any new initiatives as being relevant to their teaching practices, and as such may benefit from being contextualised by discipline, even if still taught centrally by CATL.

Such contextualised training is particularly relevant for sessional tutoring staff where the emphasis should be on procedural conventions in particular schools.

However, delivering professional development by discipline is resource intensive, and in some cases (such as the FUTL) there are also advantages to be gained from providing staff with a 'whole of university' experience that they may not often engage in.

It is also recognised that professional development does already occur less formally at the discipline level, and there are a large range of ways in which professional development can be undertaken. It will be important that all types of development are sufficiently recognised in policy and guidelines.

Consultation and Engagement

Any new policy implementation will need to be negotiated directly with schools / faculties and be subjected to wide ranging consultation to ensure that the academic community of UWA is fully engaged with the issues surrounding professional development in teaching and have ownership of their own professional development.

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Appendix 1: “Rewarding and Recognising Teaching” framework table extract

TABLE 1: Extract from “Rewarding and Recognising Teaching” Denise Chalmers 2007 (edited by Jacqueline Flowers for use at UWA)

Staff Issues	Focus	Institutional Level	Organisational Unit/ Faculty level	School	Teacher level	Measurement	Shared/common measurement
Professional Development provision on teaching and learning	Program of professional development on teaching and learning Program to attain educational qualifications Attendance and participation in professional development	Provision of professional development program in teaching and learning. Program for different levels eg induction, mid career, leadership etc. Review of program for completeness and complementing the institutional strategic direction, targeted students. Provision of range of resources on-line etc	Provision of programs in addition to institutional programs to meet faculty needs Active support for attendance at programs, attaining qualifications	Identify professional development needs of the program eg tutor training, curriculum review, assessment etc. Evidence of provision of program and attendance	Develop a professional development plan relevant to career plan and institutional needs Attend professional development programs, in and outside institution	Attendance numbers at professional development programs by type/level of appointment by faculty. Numbers enrolled in educational qualifications by faculty Trend for attendance in programs. Level and attainment of education qualifications Evaluation and review of programs Comparisons with similar institutions	
Professional development provision for general, support staff	Programs to support professional and support staff eg Lab managers, practicum managers, library, student learning support, IT support etc	Provision of training and staff development for staff who support teaching programs or who work with students eg train the trainer, demonstration skills, access to range of teaching professional development	Identification of general staff who work with students, work with the teaching program Promotion of training opportunities and support to attend. Monitoring of attendance	Identification of staff who contribute to full student experience in program including practicum, clinical practice, IT support for students. Inclusion in program discussion, planning		Attendance at Professional development programs by position, org unit, program Evaluation and review of programs	
Institutional Issues	Focus	Institutional Level	Organisational Unit/ Faculty level	School	Teacher level	Measurement	Shared/common measurement

Appointment, Performance Appraisal and Management (cont)	Policies on professional development, obtaining qualifications in education, training for sessional teachers, tutors	Evidence of policies on professional development: including definition, expectations Systems established to monitor and report on participation by category of participation	Faculty policies linked to institutional policies Evidence the policies are being monitored and staff actively supported to participate/ attend programs, further study	Evidence that sessional teachers, tutors have participated in the required and further professional development Workload policies reflect the policy	Contribute to the preparation of sessional and tutorial staff. Mentor and monitor sessional/tutorial staff in programs/units under teacher responsibility	Evidence of policies Evidence of staff participation in required PD. Evidence/numbers of sessional teachers participating in training by program/unit.	
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Appendix 10: 2009 – 2010 Draft Implementation Plan

OFFICE OF THE PRO VICE-CHANCELLOR (TEACHING AND LEARNING)

TEACHING QUALITY INDICATORS PROJECT

DRAFT IMPLEMENTATION PLAN 2009 - 2010

4th December 2008

Prepared by: Jacqueline Flowers (TQI Project Officer)

File Reference: F22622

TRIM file No: 08/29248

Background and Introduction

This implementation plan has been prepared to support the UWA Teaching Quality Indicators (TQI) pilot project final report and in particular to provide detailed information relating to sections 5 and 6 of that report.

The TQI project has been underway at the University since September 2007, with a dedicated project officer and part-time project assistant until December 2008. The university is committed to continuing the implementation of the TQI framework within existing resources until September 2010.

To date, the UWA TQI pilot project has concentrated on developing a number of proposals for future enhancement based on the research and the TQI framework. The next stage of the UWA project will be the implementation and embedding of those proposals in to ongoing evaluative practice.

All planned actions discussed below are subject to appropriate resources being available to the project and are subject to change depending on the availability of such resources.

What changes can be expected?

The largest impact for the University will arise from the implementation of the Teaching Criteria Framework - this is the subject of a separate more detailed implementation plan (see appendix 1).

The development of indicators for the reward and recognition of teaching and learning will create additional quantitative and qualitative measures for incorporation in to School and Course Reviews, for publication in the annual Teaching and Learning Indicators report for the information and use of Faculties, and in the longer term for use as target measures in the University's Operational Priorities Plan. The further development of systems for the evaluation of these types of indicators, and their incorporation in to existing systems will add another dimension of evaluation for the university which focuses on the staff experience.

The implementation of recommended suggestions for change in Professional development of teaching policies and programs will ensure that comprehensive professional development of teaching is provided to all staff of the university.

Training and Development

See Appendix 1 for training and development associated with the Teaching Criteria Framework implementation

Some training and development may be required to assist schools and faculties in interpreting and analysing new quantitative and qualitative indicators for the reward and recognition of teaching and learning at the institutional and departmental level.

Some training will be provided to an appropriate staff member in Education Policy Services by the SAO, CATL to undertake the maintenance of the TQI on-line database should this be agreed.

How will the changes be managed?

A TQI Implementation Reference Group, Chaired by the PVC (T&L) will manage the ongoing implementation of proposals arising from the TQI pilot (see appendix 2 for Terms of Reference for this group). The SAO, CATL (previously the TQI project officer) will coordinate the implementation with direction from this group. Implementation will require input from CATL, Education Policy Services, the Office of the Pro Vice-Chancellor (Teaching and Learning), Planning Services and Human Resources.

Ongoing maintenance/ support

See Appendix 1 for anticipated ongoing support required for the Teaching Criteria Framework

If and when quantitative Reward and Recognition indicators are developed and implemented ongoing maintenance of data collections, including annual reporting, will be managed as per current Teaching and Learning indicators. Ongoing support for qualitative process indicators in use will be agreed as part of the implementation process.

If ongoing maintenance of the online database is agreed by the relevant stakeholders, Education Policy Services will take responsibility for this as part of their oversight of the Teaching and Learning website. This will only occur if Faculty representatives agree to update their own sections of the database on an at least annual basis. Should this agreement be reached, a process to manage this will be negotiated between Education Policy Services and the faculties.

CATL will take responsibility for ongoing development of professional development of teaching policy and programs.

Potential issues

This plan has been prepared on the assumption that the major proposals arising from the UWA TQI Pilot project will gain approval and endorsement from the UWA leadership, and that appropriate resources will be allocated.

See Appendix 1 for potential issues specific to the Teaching Criteria Framework

The implementation of the proposals arising from the TQI pilot requires collaboration and engagement from a number of different UWA sections who may have competing priorities and more or less interest in the potential benefits of the proposals. In particular, the development of reward and recognition quantitative indicators will take significant input from Human Resources and Planning Services, and these sections may not have the resources available to fully implement the proposed indicators.

The implementation of the suggestions for change arising from the professional development of teaching sub-project requires significant resources being assigned to CATL. The provision of these resources is largely outside of the control of the TQI project team.

Action Plan

Activity	Responsibility	Timeline	Notes
Prepare proposal for further funding from central LTPF funding	PVC (T&L)	TBA	
Draft Terms of Reference and constitute new TQI Implementation Reference Group to take over management of the project	PVC (T&L) and TQI Project Officer	December 2008	COMPLETE
On-line Database			
Report on informal evaluation of facility, including any recommended revisions and recommendations for ongoing maintenance	SAO, CATL	February 2009	
Implementation of approved revisions, and changes to visual identity	ITS	TBA	If required following informal evaluation
Implementation of ongoing maintenance process	SAO, CATL; Education Policy Services; Faculty representatives	February 2009	If agreed following evaluation
Evaluation – content and usefulness of facility	SAO, CATL	September 2009	If database is still being maintained
Ongoing maintenance	Education Policy Services	Ongoing	If agreed following evaluation
Annual updating of content	Faculty representatives	Ongoing	If agreed following evaluation
Teaching Criteria Framework			
Endorsement of Proposed framework	SDVC	Early 2009	
Implementation (see separate plan)	CATL – Director and SAO; PVC (T&L); Director, HR; Director, OSDS; SDVC	Ongoing 2009 – 2010	
Reward and Recognition Indicators			
Review of Student Evaluations	PVC (T&L)		Not a TQI project, but crucial for further implementation of indicators
Clarification of priorities, proposed actions, roles and responsibilities for the development of indicators	TQI Implementation Reference Group	Early 2009	
Development of data collections	CATL (SAO); Human	Commencing	Subject to priorities identified

	Resources; Education Policy Services;	early 2009	by the TQI Implementation Reference Group and the allocation of appropriate resources. Other actions associated with Reward and Recognition Indicators may be identified by the TQI Implementation Reference Group, and all actions for this section of the implementation plan are subject to change.
Development of proposal for performance funding of teaching	PVC (T&L)	TBA	
Revision of Guidelines for the Review of Schools and Review of Courses	SAO, CATL in liaison with Secretariat	Commencing early 2009	
Incorporation of R&R indicators in to annual Teaching and Learning report	Director, Planning Services; Manager, Education Policy Services	2010	
Development of new staff survey to measure satisfaction with teaching support (or revision of WLS to gather this data more effectively)	Planning Services, Human Resources, PVC (T&L)	TBA	
Benchmarking			
Finalisation of Guidelines and Methodology	SAO, CATL	January 2009	
Benchmarking exercise with Macquarie	PVC (T&L)	Feb – March 2009	
Participation in Stage 3, TQI project (Assessment benchmarking)	PVC (T&L)	TBA	
Professional Development of Teaching			
Response to TQI recommendations	Director, CATL	Feb, 2009	Additional resources may be sought by CATL to implement this section of the project
Agree actions	Director, CATL / PVC(T&L)	March 2009	
Prepare implementation plan	Director, CATL / SAO, CATL	April, 2009	

Appendix 1 – Teaching Criteria Framework Implementation Plan

Introduction

The introduction of the Teaching Criteria Framework (TCF) to support all reward and recognition structures of the university and to provide a developmental tool to academic staff and their supervisors is an attempt to align various criteria and processes which currently exist in the university.

The intention is that staff will be able to use one set of teaching criteria to develop a teaching portfolio, and that this will be able to be used both formatively in discussions with their supervisor, and summatively when required to demonstrate the quality of their teaching.

This plan takes as a central assumption that the proposed teaching criteria framework will be endorsed and approved for implementation by the University in a form close to the current draft. If this is not the case the implementation plan may change accordingly.

What changes can be expected?

The teaching criteria framework will affect the following policies / procedures and guidelines at UWA:

1. Appointment: applications for appointment to teaching positions to be assessed using the teaching criteria framework
2. Academic Portfolio: The teaching criteria framework will be used as the basis of the teaching and learning component (folio1) of the Academic Portfolio. This portfolio is currently required for the following processes:
 - a. Confirmation of ongoing status
 - b. Professional Development Review
 - c. Applications for Promotion
 - d. Award nominations
3. Other reward and recognition processes: the teaching criteria framework may inform any new processes involving the appraisal of performance, subject to appropriate negotiation between relevant stakeholders.
4. Promotion Applications: the teaching criteria framework standard descriptors will be used as the teaching and learning criteria for promotion
5. Professional Development: professional development of teaching programs will be aligned with the teaching criteria framework to assist staff to develop those practices which will assist them to improve their teaching. In addition, training in the use of the teaching criteria framework will be provided to staff and supervisors.
6. Guidelines for evaluators: In order for the new teaching criteria to be used to the greatest effect, it will also need to guide the way that academic portfolios are assessed. Guidelines for evaluators are an important aspect of the framework and will need to be incorporated in to procedures / guidelines for evaluators for each of the policies / processes listed above.

Training and Development

Significant training and development will need to be provided for both staff and supervisors in the new teaching criteria framework, and the preparation of a teaching portfolio. This

training will be provided by CATL, but will occur alongside and aligned with training for the revised PDR process and the new performance appraisal process.

A number of resources will be developed to assist with training and development. The teaching criteria framework document will in itself be a crucial 'user manual' for academic staff, and contains guidelines for the use of the framework. The separate guidelines for evaluators will serve a similar role for supervisors. CATL will be responsible for the development of other training resources which may be required.

How will these changes be managed?

The Senior Administrative Officer (SAO) in CATL (Previously the TQI project officer) will coordinate the implementation of the TCF with significant input from the Director, HR; Director, CATL; and Director, OSDS under executive direction from the TQI Implementation Reference Group.

To make the revision of policy simpler, a separate policy / guidelines statement for the teaching criteria framework has been developed, and all policy/procedures and guidelines which use the framework to evaluate teaching will refer to this separate document, rather than re-creating the framework in their policy documentation. This will avoid repetition and make wide-scale revisions simpler.

The implementation will be staged – commencing with incorporation of the TCF in to the academic portfolio guidelines, PDR and promotion processes, followed by incorporation in to other reward and recognition processes, and appointment and recruitment procedures.

Transition and Ongoing Maintenance

It is proposed that there will be a significant transition period for the introduction of the teaching criteria framework. It is expected that all new staff entering the university in 2009 will use the new framework to develop an academic portfolio, and that this will be expected in relation to their probation conditions. Current staff should be able to apply for promotion on the basis of a teaching folio prepared using the old guidelines, and on the basis of the previous teaching and learning criteria; and may use a portfolio prepared under the old guidelines for any evaluative or developmental purpose for which the portfolio is required until December 2010, at which point all staff will be expected to have developed a teaching folio based on the new framework. All staff will be expected to be using the TCF by January 2011. Extensive professional development will be undertaken throughout the transition period to ensure that all staff receive appropriate support in developing or re-structuring their teaching folio.

It will take a significant period of staged implementation before the use of the teaching criteria framework is embedded in to normal university practice. One year after the introduction of the framework a formal evaluation should be undertaken. Following that, the policy and guidelines should be reviewed every 5 years in accordance with normal quality assurance processes.

The use of the framework will need to be monitored on an ongoing basis during its initial implementation phase and flexibility to adjust aspects of the framework will need to be maintained.

Potential Issues

Simultaneous Implementation

Successful implementation of the framework relies on the simultaneous successful implementation of a number of other new initiatives and revised processes across the university.

1. **Performance Appraisal:** the implementation of the teaching criteria framework will be informed by the processes agreed for performance appraisal should this go ahead, and this plan may be adjusted to take this in to account
2. **Professional Development Review:** Changes to the Professional Development Review process have been proposed following a review, and are currently being formulated by Human Resources alongside the proposed performance appraisal process. As part of the revisions to the PDR, schools will be asked to develop expectations for academic staff in research and service which can be used to assist staff with their development goals; the new teaching criteria framework will be used for teaching and learning in this respect. It is therefore important that implementation of the revised PDR, and incorporation of any expectations for academic staff, are aligned with the implementation of the teaching criteria framework, and that schools are aware of the flexibility available in the framework and the ways in which it can be contextualised for their needs.
3. **Peer Review of Teaching Framework:** The teaching criteria framework relies heavily on peer review for evidence relating to teaching quality. The framework will not be able to be implemented in full, nor its full benefit felt, unless the proposed framework for peer review of teaching being developed by CATL is implemented alongside the framework.
4. **Student Evaluations of Teaching:** The Office of the Pro Vice-Chancellor (Teaching and Learning) is about to embark on a Review of student evaluation of teaching instruments in use within the university. The outcome of this review, and changes made to student survey instruments used will impact on the way in which student evaluations can be used as evidence within the framework

Competing Priorities

Successful implementation of the framework requires the revision of a wide-range of policy and guidelines, and will require the engagement of staff in a number of sections of the university including HR, CATL and OSDS. It will also require the engagement of all academic teaching staff if it is to be ultimately successful as a developmental tool. A negative reaction to the new academic career structure and the proposed performance appraisal system has the potential to undermine the positive reaction to the framework so far. The course structures review may pull focus from the new reward and recognition processes, and may contribute to increased workloads which would lower the priority for implementation of the framework.

Action Plan

The following plan assumes that the Teaching Criteria Framework will be approved by the University Executive for implementation in 2009 in its entirety

Activity	Responsibility	Timeline	Notes
Revision of policy and guidelines associated with promotion, professional development review, academic portfolios, study leave applications, performance appraisal, and probation	SAO, CATL; Director, OSDS; Academic Promotions Committee; Director, Human Resources	Jan - March 2009	
Publication of Teaching Criteria Framework website and launch of TCF to university community	Director, Human Resources; ITS; SAO, CATL	February 2009	
Development of guidelines for evaluators / supervisors	Director, CATL	Jan - March 2009	
Collection, development and publication of exemplar portfolios	SAO and Director, CATL	Jan – Dec 2009	
Professional development for staff – workshops and presentations to introduce the TCF	Director CATL	Commencing early 2009; ongoing	Additional resources to be sought
Professional development for staff – workshops and intensive support to assist current staff re-structure an existing portfolio	Director CATL	Commencing early 2009; ongoing	Additional resources to be sought
Professional development for staff – workshops and support to assist new staff develop a portfolio	Director CATL	Commencing early 2009; ongoing	Additional resources to be sought
Professional development for supervisors - workshops and presentations to introduce the TCF as a developmental and evaluative tool for supervisors	Director, CATL	Commencing early 2009; Ongoing	Additional resources to be sought All supervisors to complete development by end 2009.
Evaluation of TCF and implementation	TBA	End 2009; End 2010	
Development of proposal for changes to recruitment and selection policies and guidelines to incorporate the TCF	SAO, CATL; Director, Human Resources	TBA	Dependent on successful implementation in to PDR and promotion
Alignment of existing professional development of teaching programs to the TCF	Director, CATL	Ongoing	This will occur during normal curriculum review processes within CATL
Implementation of Peer Review of Teaching Framework	Director, CATL; Lee Partridge		Not a TQI project, but essential for the successful implementation of the TCF