Criteria and Standards for Effective Teaching in Higher Education

A strategic collaborative project
Malaysian Research University Network &
Australian Innovative Research Universities

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Intended project outcomes

- Examine existing literature and frameworks for measuring teaching effectiveness in universities;

- Identify common teaching criteria and standards used in Malaysian and Australian universities;

- Propose a common framework to be tailored for each university;

- Identify and implement one or more applications of the framework for each participating university;

- Evaluate the effectiveness of the framework and assess its influence on teaching.

Teacher Criteria and Standards Framework

- Practical, flexible guide

- Underpinned by principles of quality teaching

- Specific criteria, each with:
    - examples of practice
    - indicative expectations of performance
    - sources of evidence
- Alignment with academic appointment and promotional levels

- Indicative standards for each promotional level

Indicative criteria

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students
4. Developing effective learning environments, student support and guidance
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

Criterion 6. Evaluation of practice and continuing professional development

Indicative Standards

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

Criterion 6. Evaluation of practice and continuing professional development

Indicative Evidence

- Evidence that student and peer feedback is used to enhance teaching practice
- Record of completion of teaching programs, e.g. Grad. Cert, HDR training etc.
- Evidence of innovative teaching
- Reports/evidence of successful achievement in roles such as mentor, peer review, chair of committee etc.
- National impact and peer recognition from institution, discipline, sector
- Evidence of contribution and role from Professional Development programs

Using the Framework

- A tool for universities to clarify expectations and set indicative standards for teaching criteria

- May be customised by each university

- Indicators highlighted in bold suggested as minimum standards for each criterion and link to subsequent levels

- Setting standards or evidence requires consultation within each university (and maybe within each discipline?)

- The framework structure may be adjusted to the requirements of individual institutions.

Project Progress

1st Meeting (July 2015)

Work at individual universities

2nd Meeting (October 2015)

Literature review