

Teaching and Learning Criterion for Academic Promotion

The expected outcomes and the types of duties appropriate to each level are detailed in Curtin Expectations for Academic Performance (CEAP) under “*Effective Teaching and Learning*”.

Types of teaching and learning duties appropriate to level

Level	Types of duties may include
E	Distinguished scholarship and contribution in teaching and learning at all levels, nationally or internationally; Maintenance of academic standards AND
D	Development of curriculum / programs of study; Significant scholarship in teaching and learning locally or nationally AND
C	Course / Year / Program co-ordination; Scholarship in teaching and learning AND
B	Undergraduate and postgraduate unit co-ordination; Postgraduate lecturing, tutoring, demonstrating, clinical supervision, fieldwork and associated activities AND
A	Undergraduate lecturing, tutoring, demonstrating, clinical supervision, fieldwork and associated activities.

The examples of achievement under each criterion for promotion to each level are cumulative.

Applicants for promotion are **not** expected to demonstrate achievement in all of the examples provided for the level of promotion being sought.

Scholarship in Teaching

All applicants addressing the Teaching and Learning criterion are expected to be engaged in scholarship in teaching and learning and to demonstrate evidence of peer review e.g. publications, competitive grants and awards.

Teachers engaging in scholarship in teaching and learning seek to improve teaching at tertiary level by:

- Consulting and applying the literature on teaching and learning
- Investigating their own teaching
- Adopting innovative teaching approaches
- Formally communicating their ideas and practice to peers through publication and other formal means; and
- Seeking and obtaining peer recognition for their ideas and practice.

It is important to distinguish between research into and publications on teaching and learning at tertiary level (scholarship), and research into and publications on other areas e.g. secondary school teaching (research).

Scholarship is judged by such evidence as:

- Quality and output of research into teaching and learning
- Publications on teaching and learning practice
- Citations and awards for teaching and learning
- Textbook publication
- Evidence-based reflective practice in teaching and learning
- Invitations to present at conferences, seminars, workshops, professional development
- Participation in accreditation committees, reviews at other institutions
- Representation on formal education bodies (e.g. Curriculum Council)

Some examples of evidence of significant scholarship (national reputation):

- Publications in peer-reviewed journals
- National awards
- National grants

- Invitations/presentations at national meetings
- Active participation in high level teaching-related bodies

Some examples of evidence of distinguished scholarship (international reputation):

- Publications in peer-reviewed journals
- National/international awards
- National/International grants
- Active participation in high level teaching-related bodies
- Invitations/presentations at international meetings
- International recognition for contribution to teaching of the discipline

Measure	Explanation	Expectations
<ul style="list-style-type: none"> • Publications on teaching • Preparation of and participation in exhibitions • Commissioned and professional creative/ artistic works 	Publications are a vehicle for reflecting on achievements and for sharing experiences in the use of teaching strategies and course management processes	Publication of refereed and non-refereed articles in educational journals, educational conference proceedings, and industry publications that target others teaching in the applicant's disciplinary or professional field For promotion to levels D and E publications are expected to be refereed and the journals have national/international distribution
<ul style="list-style-type: none"> • Attendance and invitations to speak at conferences, seminars and workshops relating to teaching. 	The applicant has gained a reputation as an innovative and professional practitioner and is invited to share her/his knowledge with other teachers	For promotion to level D scholarly presentations at national meetings that disseminate results of research and/or scholarly work on educational methods are expected For promotion to level E, significant accomplishments, national/international recognition, and external adoption of innovations are expected
<ul style="list-style-type: none"> • Membership of relevant professional associations and teaching development groups or association 	By joining relevant professional associations an applicant signifies her/his commitment to continuing professional development and to sharing knowledge with practitioners. By participating in teaching development groups the applicant acknowledges that learning about teaching is a continuing process of developing skills and reflecting on performance.	For promotion to level D or E sustained involvement over time and appointment to a position of leadership is expected
<ul style="list-style-type: none"> • Grants obtained 	May include CETL/ ALTC grants; material development grants from industry	Number and size of grants appropriate to the level sought
<ul style="list-style-type: none"> • Awards 	Guild award for teaching Curtin Citation Curtin Excellence in Teaching Award ALTC Citation ALTC Excellence in Teaching Award Prime Minister's Award	For promotion to level C a Curtin award is evidence of accomplishment For promotion to Level D or E a national award is expected
<ul style="list-style-type: none"> • Textbooks/ teaching materials produced • Other evidence of instructional design and development 	Course syllabi, lecture notes, and ordinary visual aids are expected products of normal class preparation, and are not usually distinctive enough to demonstrate excellence in teaching	For promotion to level E, such works should be published and demonstrably well received by their intended audiences and/or reviewers. Reviews, reading lists,

Measure	Explanation	Expectations
	However, development of special instructional materials, e.g., study guides, laboratory manuals, laboratory equipment, case studies, software tools, textbooks, simulations, are considered to be distinctive and significant	market share, number of editions, and similar, can demonstrate this

Reputation for/commitment to teaching the discipline at tertiary level

Measure	Explanation	Expectations
<ul style="list-style-type: none"> • Invitations to lecture at other institutions 	Evidence of reputation in the field and ability to effectively communicate his/her passion for the discipline	For promotion to level: C - national presence D - national/international presence E - international presence
<ul style="list-style-type: none"> • Invitations to consult on course development, assessment, teaching methods at other institutions 	Evidence of reputation and leadership in course development	
<ul style="list-style-type: none"> • Participation in accreditation committees, visits or reviews at other institutions. • Invitations to be visiting artist, curator, scholar, judge, juror, or referee of artistic or creative endeavour 	Evidence of reputation in the discipline	
<ul style="list-style-type: none"> • Attendance at teaching workshops local, state or national 	Evidence of commitment to self-improvement	
<ul style="list-style-type: none"> • Invitations to conduct professional development 	Evidence of reputation for effective teaching	
<ul style="list-style-type: none"> • Participation in local, regional, state, national, and international educational development activities 		For promotion to level: C - local/regional/state D - state/national E - national/international
<ul style="list-style-type: none"> • Links in the community, industry, professional body. 	Contribution to the reputation of the University in the field	
<ul style="list-style-type: none"> • Obtaining sponsorship for teaching related activities 	External sponsorship of materials production, field trips etc	
<ul style="list-style-type: none"> • Representation on formal education bodies 	E.g. Curriculum Council	

Course Coordination and Leadership in Teaching at tertiary level

Measure	Explanation	Expectations
<ul style="list-style-type: none"> • Evidence of management skills and knowledge related to teaching and learning • Uses a planning model to organise team's work • Builds effective teams • Documents the team's planning, monitoring, review and improvement 	<p>Works with the team on a cyclical basis to address these questions:</p> <ul style="list-style-type: none"> • What are we going to do? • Who does what? • What is to be achieved? • Have we achieved what we set out to? • What improvements can we make? <p>Fosters a climate of review and improvement Facilitates problem solving and conflict resolution Can articulate and persuade others to adopt the</p>	

Measure	Explanation	Expectations
activities <ul style="list-style-type: none"> • Demonstrates leadership 	indicators of good teaching Initiates the development of ideas or policies.	
<ul style="list-style-type: none"> • Evidence of helping other staff to improve their teaching and courses 	<ul style="list-style-type: none"> • Mentors junior and sessional staff • Engages in joint problem solving • Communicates a model of course development and improvement 	
<ul style="list-style-type: none"> • Evidence of modelling good practice and innovation in teaching 	<ul style="list-style-type: none"> • Is seen to talk from a base of positive experience • Encourages peers to observe self • Seeks feedback and shares experiences • Has own teaching improvement agenda • Is able to communicate the model on which their own teaching is based 	
<ul style="list-style-type: none"> • Nurtures and supports team members 	<ul style="list-style-type: none"> • Gains team members' commitment • Models reflective practice • Helps members to set priorities • Provides praise and encouragement, and appropriate criticism in a supportive way 	

Specific duties – Levels of attainment and some examples of achievement

Level A

Applicants should have a record of achievement in their teaching and demonstrate that they are committed to improving their teaching at tertiary level (e.g. attendance at professional development modules; responses to eVALUate data; participation in conferences and seminars focussed on teaching).

Applicants must show evidence of achievements in a number of areas which may include, but are not limited to, the following examples:

- Delivery of a range of different learning experiences;
- Preparation and delivery of a range of learning experiences;
- Associate supervision of project work;
- Consultation with students;
- Conduct of both formative and summative assessment;
- Contribution to improved teaching and learning, including the introduction of new or improved teaching and learning processes;
- Effective participation in teaching teams;
- Contribution to the quality assurance and improvement of academic programs;
- Effective participation in the implementation of the Faculty Teaching and Learning Strategy;
- Formal student evaluations of teaching;
- Completion of professional development in higher education teaching.

Level B

Applicants should have a record of achievement in teaching and learning at tertiary level and demonstrated accomplishment beyond the level required for Level A. Applicants should be able to demonstrate mastery of the subject matter, thorough preparation and reflection on performance.

Applicants must show evidence of achievements in a number of areas which may include, but are not limited to, the following examples:

- Supervision of final year projects;
- Effective unit co-ordination;
- Contribution to staff development within the department or School;
- Contribution to the practice of cultural diversity in teaching and learning;

- Submission of external teaching and learning grant proposals;
- Documented course development initiatives;
- University and/or local teaching and learning presentations.

Level C

Applicants should have a record of achievement in their teaching and learning at tertiary level and demonstrated accomplishment beyond the level required for Level B. Applicants should demonstrate scholarly investigation into teaching at tertiary level, peer recognition and show promise of continuing professional development and achievement.

Applicants must show evidence of achievements in a number of areas which may include, but are not limited to, the following examples:

- Supervision of programs of study for final year undergraduate or honours, or postgraduate students engaged in course work;
- Teaching which can be regarded as innovative rather than just the application of techniques;
- Innovative contribution to the methodology of teaching and learning;
- Promoting student development and welfare, such as participating in a student mentoring scheme;
- Contribution to the substantial improvement of existing units and the introduction of new units;
- Initiation and development of course materials;
- Contribution to the design of new and existing courses, majors, years or units;
- Mentoring for the purpose of developing teaching competence in others;
- Formal evaluations consistently at a standard above the average for the discipline by current or past students;
- Completion of professional development programs aimed at improving teaching effectiveness;
- Appropriate tertiary qualifications in higher education teaching, or significant progress towards such qualifications;
- Scholarly teaching as described above.
- Citations/awards for teaching excellence at University or national level.

Level D

Applicants should be able to demonstrate accomplishment significantly beyond that required for Level C. Applicants must be accomplished teachers at tertiary level and must have a record of achievement in teaching and learning at tertiary level sufficient to have gained recognition among scholars or professionals in their field. At this level a national reputation in teaching and learning at the tertiary level would be expected. This can be demonstrated through letters of recommendation, publications in peer-reviewed journals, competitive grants, national awards for teaching excellence, and invitations to and presentations at national meetings.

Applicants must show evidence of achievements in a number of areas which may include, but are not limited to, the following examples:

- Teaching innovation and effectiveness, for example, by providing a stimulating and exciting physical or virtual learning environment for students at undergraduate or postgraduate level;
- The public recognition of the achievements of student groups under your supervision;
- Transfer of knowledge, concepts, understanding and skill to colleagues, groups and individuals with the aim of assisting in the achievement of teaching and educational goals;
- Design and delivery of new education programs and approaches including those which enhance articulation and access including off-shore teaching, on-line teaching, inter- and intra-university collaboration;
- Involvement in initiating, developing, accrediting or otherwise contributing to the design of new and existing courses, majors, years or units. This evidence may include information on

innovations which have resulted from action taken in these areas. Include also work undertaken in preparing course accreditation documentation and in professional body accreditation processes as well as any activity related to course, major or unit promotion;

- Leadership of and effective participation in teaching teams;
- High level contribution to the quality assurance and improvement of academic programs;
- Notable achievement in regard to leadership of University staff and innovations in and leadership of teaching in a discipline. Such independent evidence may include:
 - Formal evaluations consistently at an above average level for the discipline or outstanding standard by current or past course participants and senior colleagues and evaluations of teaching materials for use in universities;
 - Receipt of or nomination for, prestigious teaching awards;
 - Appropriate tertiary qualifications in higher education teaching.

Level E

Applicants should be established figures locally, nationally, and internationally and recognised by their peers for their contributions to and leadership of teaching at tertiary level. Teaching should be of the highest quality and clearly documented. Applicants should be active participants on teaching related bodies, both locally and nationally, thus further serving the School and the University. Scholarly activity should be well documented.

Applicants should be able to demonstrate accomplishment significantly beyond that required for level D, and must show evidence of achievement in a number of areas which may include, but are not limited to, the following examples:

- Leadership of and effective participation in teaching teams;
- Leadership in the development and implementation of the University and/or Faculty Teaching and Learning Plan;
- Leadership and/or significant involvement in initiating, developing, accrediting or otherwise contributing to the design of new and existing courses, majors, years or units. This evidence may include information on innovations which have resulted from action taken in these areas. Include also work undertaken in preparing course accreditation documentation and in professional body accreditation processes as well as any activity related to course, subject area, major, year or unit promotion;
- Appropriate tertiary qualifications in higher education teaching;
- Outstanding achievement in regard to leadership and instruction of University staff and innovations in and leadership of teaching in a discipline. Such independent evidence may include:
 - Formal evaluations consistently at an 'excellent' or 'outstanding' standard by current or past course participants;
 - Receipt of or nomination for prestigious teaching awards;
 - Letters of recommendation;
 - Publications in peer-reviewed journals;
 - National competitive grants;
 - Invitations and presentations at international meetings.

Examples of evidence IN SPECIFIC DUTIES

The examples below do not represent an exhaustive list of achievement for each level, and the nature of achievement may vary based on disciplinary norms.

For duties such as lecturing and tutoring (including all modes of teaching and teaching support activities whether part of a degree, training program or short course), some examples of evidence are:

- High/significantly improved levels of student satisfaction
- Predominantly positive eVALUate teaching evaluation reports

- Student comments
 - Demonstration of good quality teaching practice
 - Demonstration of reflective practice (scholarship) that results in improvements

For duties such as unit co-ordination, some examples of evidence are:

- High/significantly improved levels of student satisfaction
- Predominantly positive eVALUate Unit summary reports
- Demonstration of sound/innovative learning experiences, assessment and feedback
- Demonstration of reflective practice (scholarship) that results in improvements to the unit and its design
- Optimal levels of student achievement
- Demonstration of good quality assessment practices
- Effective management of large units
- Retention and progress rates in large first year units which meet the University's targets

For duties such as course/year/program co-ordination, some examples of evidence are:

- High/significantly improved levels of student satisfaction
- Effective management of large units
- Optimal levels of student achievement
- Demonstration of sound course/year/program design
- Outcomes of regular review processes
- Satisfaction of external stakeholders (e.g. profession, accrediting bodies)
- Benchmarking

For duties such as development of curriculum/programs of study, some examples of evidence are:

- Innovative design of curriculum/programs of study
- Satisfaction of stakeholders
- Benchmarking