EVALUATION OF TEACHING POLICY AND PROCEDURE

CONTENTS

1 PURPOSE

1.1 This policy and procedure establishes clearly defined processes for evaluating teaching at CQUniversity.

2 SCOPE

2.1 This policy and procedure applies to academic employees with a teaching role, and English Language Intensive Courses for Overseas Students (ELICOS) teachers where indicated.

2.2 This policy and procedure does not apply to vocational education and training (VET) teachers, or research higher degree supervisors.

3 POLICY STATEMENT

3.1 The University is committed to the holistic evaluation, reflection, and enhancement of teaching practice and professional development as part of its continuous improvement practices to enhance the delivery of high quality teaching and learning across all units and courses, and all modes of teaching.

3.2 To reflect the importance of ongoing enhancement of learning and teaching performance and recognising teaching excellence, teaching evaluations will be undertaken at least once per year to inform annual performance enhancement (or equivalent) processes.

3.3 All evaluation activity will be undertaken in an environment of trust and respect, and in a professional and inclusive manner.

4 PROCEDURE

4.1 The three major modes of evaluation of teaching are:

    a) self-evaluation

    b) peer evaluation (internal and external), and

c) student evaluation (of teaching).

Self-evaluation

4.2   Self-evaluation involves critical reflection on one's own:

- teaching practices

- teaching and learning philosophy, and

- methods of assessment, grading, and providing feedback to students.

Evidence of this reflection, including strengths, areas to improve, and potential barriers (both internal and external) to improvement, will be documented as part of the annual performance enhancement (or equivalent) process.

Peer evaluation (internal and external)

4.3   Peer evaluation involves academic or ELICOS teaching colleagues giving and receiving feedback on their teaching practices and its effectiveness in promoting student learning[1]. Peer evaluation may be conducted by:

- a colleague within the University with expertise in the relevant subject matter or pedagogy

- an internal panel (e.g., colleagues, line manager, and Dean of School/Director of Studies), or

- an appropriately experienced and qualified person (or panel) external to the University. External peer reviewers may be selected based on their pedagogical expertise and their perceived ability to give honest, constructive, and impartial feedback.

4.4   Areas of focus may include rapport and engagement with students, structure and pacing of the lesson, use of resources, presentation skills, monitoring student learning, and management of class.

4.5   The outcome should be a succinct set of evaluative comments prepared by the peer undertaking the evaluation and include positive aspects of the teaching, alongside those that might be improved., This will be used to inform enhancement of personal teaching practice and the annual performance enhancement (or equivalent) process.

4.6   For new academic appointees, arrangements for peer evaluation will be addressed as required, within the first six months of employment.

Student evaluation (of teaching)

4.7   Student evaluation falls into two broad categories: formal and informal.

a) **Formal student evaluation of teaching**: the collection of student feedback on individual academic employees involved with the delivery of a unit. This formal evaluation addresses core issues related to teaching effectiveness based on a standard set of questions. Student evaluation of teaching is conducted on behalf of academic employees with a teaching role, alongside student evaluation of units. Refer to the Feedback and Surveys Policy and Procedure for further information. For ELICOS teachers, formal student evaluation of teaching is conducted via survey, midway through each 10-week course.

Academic employees with a teaching role who are new to the University must use this formal student evaluation of teaching in their first term of employment for constructive feedback and to fulfil the probation requirements outlined in the annual performance enhancement (or equivalent) process. For established academic employees and ELICOS teaching employees, formal student evaluation of teaching will be used to inform their personal teaching practice and the annual performance enhancement (or equivalent) process.

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[1] Harris, K.-L., Farrell, K., Bell, M., Devlin, M. & James, R. (2008). Peer Review of Teaching in Higher Education: A handbook to support institutions in developing and embedding effective policies and practices. Australian Learning and Teaching Council, p. 5.

Evaluation of Teaching Policy and Procedure
Reference Number: 458
Effective Date: 11/10/2021
Page 2 of 4
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CQUniversity CRICOS Provider Code: 00219C

Teaching evaluation survey results must respect the rights, privacy, and dignity of employees and students involved in the evaluation process. Evaluation of teaching survey results will be available to the academic employee, their line manager, and relevant Deputy Dean Learning and Teaching after the certification of grades. Other employees requiring access to this information must seek approval from the Vice-President (Academic). Anonymous aggregated data will be made available to academic and executive employees via the University's relevant data reporting platform, and may, upon approval, be made available to other employees. ELICOS survey results will be made available to ELICOS teaching employees within 10 working days of feedback being collected.

b) **Informal student evaluation of teaching** may include individual unsolicited emails, verbal feedback in live teaching sessions, and telephone conversations. As informal evaluations are individual in nature and are not collected systematically, it can be difficult to generalise and/or draw meaningful conclusions about performance from this source. This form of evaluation is sometimes more difficult to analyse than formal feedback due to its informal and individual nature but can be useful in some circumstances.

4.8 Student evaluation is useful in informing and enhancing teaching practice, however it is not considered an appropriate stand-alone metric for determining employee performance or overall teaching effectiveness.

4.9 The Feedback and Surveys Policy and Procedure provides employees with information on the collection, use, and storage of feedback and survey data.

Outcome of teaching evaluations

4.10 Academic employees must prepare a statement on the major themes resulting from self, peer and/or student evaluation. A template for this statement is provided on the People and Culture Directorate StaffNet page. ELICOS teachers are also encouraged to use this template. This will then form the basis of discussion with their manager as part of the annual performance enhancement (or equivalent) process and subsequent discussion as needed. The results of this discussion may include outcomes such as consideration of an application for academic promotion (refer to the Academic Promotions Policy and Procedure for further information) and/or identification of training or professional development needs.

5 RESPONSIBILITIES

Compliance, monitoring and review

5.1 The Director Educational Quality and Integrity has overall responsibility for implementing, monitoring, reviewing, and ensuring compliance with this policy and procedure.

5.2 The Dean of School/Deputy Dean Learning and Teaching/Director of Studies (or equivalent managers) have joint responsibility for implementing teaching evaluations within their School or business area.

5.3 Individual line managers of employees with an academic or ELICOS teaching role are responsible for ensuring teaching evaluations comply with this policy and procedure.

Reporting

5.4 Reporting is included as part of the annual performance enhancement process.

Records management

5.5 Employees must manage records in accordance with the Records Management Policy and Procedure. This includes retaining these records in a recognised University recordkeeping information system.

5.6 University records must be retained for the minimum periods specified in the relevant Retention and Disposal Schedule. Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

6 DEFINITIONS

6.1 Terms not defined in this document may be in the University glossary.

Evaluation of Teaching Policy and Procedure
Reference Number: 458
Effective Date: 11/10/2021
Page 3 of 4
Once PRINTED, this is an UNCONTROLLED DOCUMENT. Refer to Policy Site for latest version
CQUniversity CRICOS Provider Code: 00219C

7   RELATED LEGISLATION AND DOCUMENTS

Academic Promotions Policy and Procedure

Evaluation of Teaching Outcomes Form

Feedback and Surveys Policy and Procedure

8   FEEDBACK

8.1   Feedback about this document can be emailed to policy@cqu.edu.au.

9   APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	Education Strategy and Innovation Committee
Advisory Committee	N/A
Required Consultation	N/A
Administrator	Director Educational Quality and Integrity
Next Review Date	09/09/2024

Approval and Amendment History	Details
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Notes	This document consolidated and replaced the Evaluation of Teaching Policy and the Evaluation of Teaching Procedures (last approved 13/11/2013).

Evaluation of Teaching Policy and Procedure   Effective Date: 11/10/2021
Reference Number: 458   Page 4 of 4
Once PRINTED, this is an UNCONTROLLED DOCUMENT. Refer to Policy Site for latest version
CQUniversity CRICOS Provider Code: 00219C