

EVALUATION OF TEACHING POLICY AND PROCEDURE



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1 PURPOSE

- 1.1 To establish University-wide requirements and clearly defined processes for evaluating teaching.

2 SCOPE

- 2.1 This policy applies to all higher education academic staff with a teaching role, irrespective of location.

3 POLICY STATEMENT

- 3.1 Teaching evaluation is an essential activity within the teaching practice of each member of teaching staff, since it provides a view of student perceptions of teaching practice to complement staff inputs and self-reflection. The outcomes can be used to inform future enhancement of practice.
- 3.2 Teaching evaluations are also an important component of performance review. The minimum requirement is for a teaching evaluation to be undertaken once per year for all members of staff with a teaching role to inform their annual performance review process.
- 3.3 This policy supports the improvement of teaching practice and professional development in line with the University's aim of delivering high quality teaching and learning across all units and courses, and all modes of teaching, including online and face-to-face.

4 PROCEDURE

- 4.1 The three major modes of evaluation of teaching are:
- self-evaluation
 - peer evaluation (internal and external), and
 - student evaluation (of teaching).

Self-evaluation

- 4.2 This involves the individual in reflective practice, considering matters such as teaching and learning philosophy and activities, curriculum development activities relevant to units taught by the individual, and methods of assessment and feedback. This should be documented as part of the annual performance review process.

Peer evaluation (internal and external)

- 4.3 This can be carried out by a colleague within the teaching team or by another colleague from within the University. It can be carried out by a peer review panel (e.g. line manager/Dean of School, plus others) or by an appropriately experienced and qualified person from outside the University. The outcome should be a succinct set of evaluative comments on the best aspects of the teaching process, alongside those that might be improved, to inform enhancement of personal teaching practice and the annual performance review process. For new appointees, arrangements for peer evaluation should be discussed within the first six months following appointment.

Student evaluation (of teaching)

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

- a) **Formal student evaluation of teaching:** This is expected of every member of the University's academic staff with a teaching role. It is required that new teaching staff to the University carry out this evaluation in their first term of employment for the purposes of constructive feedback and to fulfil the probation requirements outlined in the annual performance review process. Established teaching staff should seek feedback to supplement the unit evaluation survey data, as and where appropriate, to inform their personal teaching practice and the annual performance review process.

The survey for formal student evaluation of teaching is provided as a Moodle template (termed 'Teaching Evaluation') for teaching staff to use within a unit. Instructions for accessing and modifying the Teaching Evaluation template are located within the 'Help for Staff' Moodle site. Student evaluation of teaching addresses core issues, based on a standard minimum set of questions. Individual staff members may augment these standard questions to reflect their own particular requirements for feedback to maximise the benefits of the survey to their reflective practice.

- b) **Informal student evaluation of teaching:** This can take a number of forms, including individual unsolicited emails, verbal feedback in face-to-face teaching sessions, and telephone conversations. This form of evaluation is sometimes more difficult to analyse than formal feedback due to its informal and individual nature, but can also be useful in some circumstances.

Outcome of self/peer/student evaluation

- 4.5 Staff should prepare a succinct written summary of the process in terms of the major themes resulting from self, peer and/or student evaluation. This will then form the basis of the discussion with their manager as part of the annual performance review process. The results of this discussion may include outcomes such as consideration of an application for promotion (academic staff) and/or identification of training requirements or further professional development needs.

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 The Director, Educational Quality and Integrity is responsible for monitoring policy implementation and reviewing this policy and procedure to ensure it continues to achieve its purpose.
- 5.2 Each Dean of School or equivalent manager responsible for staff with a teaching role has overall responsibility for implementing this policy and procedure.
- 5.3 The Dean of School/Deputy Dean (Learning and Teaching) or equivalent managers have joint responsibility for implementing teaching evaluations within their School or other unit.

- 5.4 Individual line managers of staff with a teaching role are responsible for ensuring teaching evaluations comply with this policy and procedure.

Reporting

- 5.5 Reporting is included as part of the annual performance review process.

Records management

- 5.6 Staff must maintain all records relevant to administering this policy and procedure in a recognised University recordkeeping system.

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

Academic unit: a unit formed by an institution to undertake as their primary objective of teaching only, research only, or teaching and research functions, which is used for statistical reporting purposes.

7 RELATED LEGISLATION AND DOCUMENTS

[Academic Promotions Policy and Procedure](#)

[Student Feedback - Compliments and Complaints Policy and Procedure](#)

8 FEEDBACK

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

9 APPROVAL AND REVIEW DETAILS

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