CRITERIA AND STANDARDS FOR ASSESSING LEADERSHIP IN TEACHING AND LEARNING: PERSPECTIVES OF MALAYSIAN ACADEMICS
## MEMBERS

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- Prof. Dato' Dr. Norazah Mohd Nordin
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- Assoc. Prof. Dr. Alyani Ismail
- Dr. Craig Whisted
- Dr Norizan Esa
Teaching

Research

Professional Services/Community Engagement

Role of Academics
This project focuses on improving the professionalization of teaching through establishing and implementing criteria and standards for teaching effectiveness in universities.

The widespread use of student surveys is useful but insufficient to provide evidence of the effectiveness of teaching.

This project will expand and clarify the evidence used to assess and determine teaching effectiveness.
What standards or criteria are currently used for effective teaching in your institution?

What are the current processes for measuring effective teaching?

Who does this assessment in your institution?

How well do these processes and criteria complement each other?
To ensure that student learning is optimized & teaching is not sidelined

THE NEED TO MEASURE TEACHING QUALITY

- Promotion
- Yearly Appraisal – Teaching Component
- Key Performance Indicator (KPI)
- Teaching Award
MEASURING TEACHING QUALITY @ UPM

Promotions (Teaching and Supervision Aspect)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Social Sciences (Weighting %)</th>
<th>Agriculture/Science/Technical (Weighting %)</th>
<th>Medicine (Clinical) (Weighting %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Lecturer</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Associate Professor</td>
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</tr>
<tr>
<td>Professor</td>
<td>30</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>

Criteria

- Quality
  - Lecturer’s Teaching Evaluation (using 5 point Likert Scale)
  - Online Lecture
  - Course File

- Quantity
  - Credit Hour (Lecture, Tutorial, Practical, Studio)
  - Class Size
Malaysian Education Blueprint (MEB) 2015-2025 (Higher Education)

The 10 Shifts

To achieve these system and student aspirations, the MEB (HE) outlines 10 Shifts that will spur continued excellence in the higher education system. All 10 Shifts address key performance issues in the system, particularly with regard to quality and efficiency, as well as global trends that are disrupting the higher education landscape.

The first four Shifts focus on outcomes for key stakeholders in the higher education system, including students in academic and TVET pathways, the academic community, as well as all Malaysians participating in lifelong learning. The other six Shifts focus on enablers for the higher education ecosystem, covering critical components such as funding, governance, innovation, internationalisation, online learning, and delivery.
“Multi track talent development in HLIs refers to academic staff who are able to choose to advance their careers and excel through focusing primarily on (i) Teaching (ii) Research (iii) Professional practice (iv) Institutional leadership or administrative management.

Malaysian HLIs will need to increase recognition of different types of talent excellence and support different pathways to success.... To respond by developing tailored, attractive, and competitive schemes or packages with greater flexibility of employment”
OBJECTIVES

- 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.
METHODOLOGY

Stage 1
• Review existing frameworks

Stage 2
• Conduct focus group discussion involving Deputy Vice Chancellor (Academic), Registrar/Human Resource Manager, Heads of Teaching Learning Centres and academics
• Conduct survey in selected universities
• Modification & customization of existing Australian University Teaching Criteria and Standards (AUTCS) Framework

Stage 3
• Conduct analysis in each institution to measure usefulness and teaching effectiveness
Australian University Teaching Criteria and Standards Framework (AUTCS)

A framework that provides universities and their academic staff with a practical and flexible guide for clarifying what constitutes quality teaching and how it can be evidenced.

Organizing principle is alignment with academic appointment and promotional levels (lecturer, senior lecturer, associate professor, professor).

For each criterion, the framework suggests standards of achievement that might be applied to each promotional level.
Contain 7 criteria with underpinned researched definitions and principles of quality teaching.

Has been tried out in five Western Australian universities and selected Australian universities.

Participating universities were asked to share their implementation experience and lessons learnt with the sector through the contribution of case studies.

Selection of the criteria and indicative standards was informed by an extensive review of the literature, scans of the Australian, New Zealand and selected US teaching criteria, and reference to the UK Higher Education Authority (HEA) Professional Standards Framework.
AUTCS: BASED ON 7 CRITERIA

Criterion 1
✓ Design and Planning of Learning Activities

Criterion 2
✓ Teaching and Supporting Student Learning

Criterion 3
✓ Assessment and Giving Feedback to Students

Criterion 4
✓ Developing Effective Environment, Student Support and Guidance

Criterion 5
✓ Integration of SoTL, Research and Professional Activities with Teaching and in Support of Learning

Criterion 6
✓ Evaluation of Practice and Continuing Professional Development

Criterion 7
✓ Professional and Personal Effectiveness
**Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning**

1: Teaching and learning research incorporated into teaching practice

<table>
<thead>
<tr>
<th>Lecturer (A)</th>
<th>Lecturer (B)</th>
<th>Senior Lecturer (C)</th>
<th>Associate Professor (D)</th>
<th>Professor (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Incorporates teaching and learning scholarship into teaching practice and curriculum development</td>
<td>- Incorporates teaching and learning scholarship into teaching practice and curriculum development</td>
<td>- Meets the requirements for Level B and</td>
<td>- Meets the requirements for Level C and</td>
<td>- Meets the requirements for Level D and</td>
</tr>
<tr>
<td>- Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus</td>
<td>- Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful)</td>
<td>- Engages in teaching and learning scholarship that demonstrates research-informed and/or contemporary teaching within or across disciplines</td>
<td>- Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader)</td>
<td>- A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching</td>
</tr>
<tr>
<td>- Engagement in professional development related to T &amp; L (including engagement in teaching)</td>
<td>- Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus</td>
<td>- Successful</td>
<td>- Leadership and contribution at (inter)national level in professional development or disciplinary</td>
<td>- Successful mentoring of others (individuals and/or teams) in the scholarship of teaching and learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- (Inter)national peer</td>
</tr>
</tbody>
</table>
Criterion 1: Design and Planning of Learning Activities

Standards:

- Eg. Planned learning activities designed to develop students’ learning (Lecturer(A))

- Eg. Sound knowledge of the unit content and material (Lecturer(A))

- Eg. Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum (Professor(E))

Planning, development and preparation of learning activities, learning resources and materials for a unit, course or degree program, including coordination, involvement or leadership in curriculum design and development.
### Teaching and Supporting Student Learning

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg. Student centred approach to teaching (Leacturer(A))</td>
</tr>
<tr>
<td>Eg. A range of teaching is undertaken (ie. Different levels/modes) (Leacturer(B))</td>
</tr>
<tr>
<td>Eg. Innovation and creativity in teaching (Senior lecturer(C))</td>
</tr>
<tr>
<td>Eg. Teaching techniques are successful in enhancing student learning (Senior lecturer(C))</td>
</tr>
<tr>
<td>Eg. Effective supervision of postgraduate students to completion (Senior lecturer(C))</td>
</tr>
<tr>
<td>Eg. Peer recognition of quality teaching eg. invitation to teach at other universities or awarded teaching award (Assoc Prof (D))</td>
</tr>
</tbody>
</table>

**Eg. Establishes effective organizational policies/strategies that promote and support others to deliver high quality teaching and support student learning (Prof (E))**

### Standards

Quality teaching including, lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching and supervision of student research
Assessment and Giving Feedback to Student

Eg. Supports students to develop and demonstrate the intended learning outcomes (Lecturer (A))

Eg. Provides students with clear assessment criteria (Lecturer (B))

Eg. Successful leadership/mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation. (Professor (E))

Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.
Developing Effective Environments, Student Support and Guidance

**Standards**

- Eg. Average or above average score for two consecutive years (Lecturer (A))
- Eg. Creates effective learning environment (Lecturer (B))
- Eg. Initiative or innovation in supporting students and the creation of engaging learning environment (Associate professor (D))
- Eg. Leads effective organizational policies … (Professor (E))
- Eg. Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities (Professor (E))

Activities related to the creation of an engaging learning environment for students, including supporting transition and the development of learning communities that account for and encourage equity and diversity.
Criterion 5

Integration of Scholarship (SoTL), Classroom Research and Professional Teaching and in Support of Learning

**Eg. Integrates t&l scholarship into teaching practice and curriculum development (Lecturer (A & B))**

**Eg. Engages in t&l scholarship that demonstrates research-informed and/or contemporary teaching within and across discipline (Senior lecturer (C))**

**Eg. A sustainable and successful contribution to the research and/or literature on scholarly practice and theory in teaching (Professor (E))**

**Eg. Successful mentoring of others in SOTL**

**Eg. Authorship or co-authorship and systematic publication relevant to t&l (Professor (E))**

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**Standards**

1. Teaching and learning research incorporated into teaching practice
2. Inclusion of discipline based research in the curriculum and engagement of students in pedagogically sound discipline based research
3. Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum
<table>
<thead>
<tr>
<th>Criterion 6</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Practice</td>
<td><strong>Eg. Engages in professional development activities related to t&amp;l</strong></td>
</tr>
<tr>
<td>and Continuing Professional</td>
<td>(Lecturer (A))</td>
</tr>
<tr>
<td>Development</td>
<td><strong>Eg. Successful completion of</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Foundation of University Teaching Programme (Lecturer (B))</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Eg. Completion of graduate certificate in teaching (Senior lecturer (C))</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Eg. Leadership and contribution in the provision of professional</strong></td>
</tr>
<tr>
<td></td>
<td><strong>development of others (Professor (E))</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Eg. Mentoring and peer review of colleagues in teaching (Professor (E))</strong></td>
</tr>
</tbody>
</table>

Good practice in evaluation and development of knowledge, practice and skill related to teaching. Demonstrate how to use evaluation of practice to guide professional development, engagement in professional development activities and give evidence of the impact of evaluation and development on enhancing student learning.
Professional and Personal Effectiveness

Eg. Professional qualities include
-- responding positively to opportunities and new approaches,
-- communicating effectively in both formal and informal contexts
-- application of professional ethical and practices in work and in teaching contexts

Eg. Personal qualities
-- Approaching teaching with enthusiasm, passion and confidence.
-- Demonstrating resilience and perseverance in the face of obstacles.
-- Demonstrating commitment and interest in students and their learning.

Demonstrate qualities of effective professional practice, personal development and contribution to leadership.
The purposes of FGD

• To identify whether there are common criteria with the Australian University Teaching Criteria and Standards Framework → modification of framework

• To provide input for development of questionnaire for the survey
When there is transfer of knowledge from lecturer to the students that include critical thinking and assessments. Also involving innovation in teaching.

When there is two-way communication between the lecturer and the students, having tasks during class and in the end of class & the Learning Outcomes are achieved.

When the learning session is able to change the mindset, give values and implant good behavior of the learner.
When the process of learning, unlearning, and relearning occurs.

When one can stimulates learner’s thinking, deep understanding and not spoon-feeding.

When the teaching blends content, pedagogy and technology.

When there is engagement between the lecturer and the students -- can discuss and exchange ideas during learning session.
When learners can give their full attention and concentration during learning session

When the knowledge that learners gain can give impact to community

When both lecturers and learners have passion and interested to teach and to learn

When one can cultivate thinking skills, stimulate interest in the subject, and motivate students to learn

When it enables student learning
What Else Matters In Measuring Effective Teaching?

- Teaching Planning
- Teaching Delivery
- Interactive Teaching Technology
- Learner-oriented
- Teaching as Facilitation of Learning
- Student as Active Learner
- Varied Instructional Strategies
- Focus on Understanding and Key Concepts

What else matters in measuring effective teaching?
Mapping standards identified through FGD according to AUTCS criteria

Standards related to criteria 5 & 6 (Integration of Scholarship (SoTL), Classroom Research and Professional Teaching & Support of Learning and Evaluation of Practice and Continuing Professional Development) were never mentioned. Main focus was on what happens in the classroom without much consideration on how one prepares themselves to be a better teacher.

Also not in consideration is on being a leader in t&l/curriculum planning/formulation of policies on t&l.
7 criteria based on AUTCS

Respondents -- academicians with different academic rank

Distributed to 8 selected universities:
- Research University
- Comprehensive University
- Focused University
- Technical University

76 standards
Number of Respondents based on Academic Rank

- **Professor**: 12% (92)
- **Assoc. Professor**: 22% (174)
- **Senior Lecturer**: 31% (245)
- **Lecturer**: 35% (276)
## Overall Findings

### Comparison Between University For Yearly Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>RU</th>
<th>CU</th>
<th>FU</th>
<th>TU</th>
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<tbody>
<tr>
<td>C1</td>
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<td>69.1</td>
<td>78.5</td>
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<tr>
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<td>68.8</td>
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<td>C3</td>
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<td>C4</td>
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<td>67.7</td>
<td>60.4</td>
<td>72.2</td>
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<td>Research University (RU)</td>
<td>Technical University (TU)</td>
<td>Focused University (FU)</td>
<td>Comprehensive University (CU)</td>
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<td>--------------------------</td>
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</tr>
<tr>
<td>• Teaching plan that aligns to teaching and learning activities and assessment (C1)</td>
<td>• Teaching plan that aligns to teaching and learning (C1)</td>
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<td>• Teaching plan that aligns to teaching and learning activities and assessment (C1)</td>
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</tr>
<tr>
<td>• Scores in student evaluation survey (C2)</td>
<td>• Engaging and stimulate student participation (C2)</td>
<td>• Scores in student evaluation survey (C2)</td>
<td>• Scores in student evaluation survey (C2)</td>
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</tr>
<tr>
<td>• Preparation of teaching materials (C1)</td>
<td>• Knowledge and use a range of teaching activities (C2)</td>
<td>• Development of teaching material using technology (C1)</td>
<td>• Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning (C5)</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of the discipline area (C1)</td>
<td>• Knowledge of the discipline area (C1)</td>
<td>• The assessment requirements were clearly stated (C3)</td>
<td>• The assessment tasks were closely linked to the learning outcomes (C3)</td>
<td></td>
</tr>
<tr>
<td>• Preparedness of the lecturer for face-to-face teaching (C1)</td>
<td>• Preparedness of the lecturer for online learning environments (C1)</td>
<td>• Effective supervision of student research activity (C2)</td>
<td>• Assessment constructively aligned to learning outcomes (C3)</td>
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<tr>
<td>• Preparedness of the lecturer for online learning environments (C1)</td>
<td>• Use of innovative teaching approaches (C2)</td>
<td>• Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning (C5)</td>
<td>• Preparation of teaching materials (C1)</td>
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<tr>
<td>• Engaging and stimulate student participation (C2)</td>
<td>• Assess intended learning outcomes (C3)</td>
<td>• The assessment requirements were clearly stated (C3)</td>
<td>• Engaging and stimulate student participation (C2)</td>
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<td>• Use of innovative teaching approaches (C2)</td>
<td>• Use of innovative teaching approaches (C2)</td>
<td>• Preparedness of the lecturer for online learning environments (C10)</td>
<td>• The assessment requirements were clearly stated (C3)</td>
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<td>• Development of teaching material using technology (C1)</td>
<td>• Involvement in curriculum design (C1)</td>
<td>• Assess intended learning outcomes (C3)</td>
<td>• Preparedness of the lecturer for face-to-face teaching (C1)</td>
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<tr>
<td>• Innovation in teaching practices and supporting student (C2)</td>
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<td>• Preparedness of the lecturer for face-to-face teaching (C1)</td>
<td>• Assess intended learning outcomes (C3)</td>
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Comparison Between University For Promotion

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RU</th>
<th>CU</th>
<th>FU</th>
<th>TU</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
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<td>C2</td>
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<td>C3</td>
<td>58.7</td>
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<td>C4</td>
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<td>54.6</td>
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<tr>
<td>C7</td>
<td>53.5</td>
<td>53.5</td>
<td>53.5</td>
<td>53.5</td>
</tr>
</tbody>
</table>

PERCENTAGE C1-C7
(HIGH OVERALL MEAN -- PROMOTION) (by Universities)

Research University (RU)
- Knowledge of the discipline area (C1)
- Involvement in curriculum design (C1)
- Innovation in teaching practices and supporting student (C2)
- Scores in student evaluation survey (C2)
- Preparedness of the lecturer for online learning environments (C1)
- Preparation of teaching materials (C1)
- Effective supervision of student research activity (C2)
- Use of innovative teaching approaches (C2)
- Engaging and stimulate student participation (C2)
- Preparedness of the lecturer for face-to-face teaching (C1)

Technical University (TU)
- Knowledge of the discipline area (C1)
- Innovation in teaching practices and supporting student (C2)
- Scores in student evaluation survey (C2)
- Share teaching and learning research within your discipline (C5)
- Teaching plan that aligns to teaching and learning activities and assessment (C1)
- Preparation of teaching materials (C1)
- Effective supervision of student research activity (C2)

Focused University (FU)
- Leadership in the provision of professional development of others (C6)
- Preparation of teaching materials (C1)
- Scores in student evaluation survey (C2)
- Contribution in provision of professional development of others (C6)
- Constructive and timely feedback is provided to students (C3)
- Effective supervision of student internship/practice (C2)
- Preparedness of the lecturer for online learning environments (C1)
- Knowledge of the discipline area (C1)
- Use of innovative teaching approaches (C2)
- Involvement in curriculum design (C1)

Comprehensive University (CU)
- Preparation of teaching materials (C1)
- Leadership in the provision of professional development of others (C6)
- Involvement in curriculum design (C1)
- Scores in student evaluation survey (C2)
- Knowledge of the discipline area (C2)
- Use of variety of assessment tasks (C3)
- The assessment tasks were closely linked to the learning outcomes (C3)
- Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning (C5)
Comparison Between University For Important Standard For Teaching Effectiveness

OVERALL FINDINGS
Research University (RU)
• Knowledge of the discipline area
• Engaging and stimulate student participation
• Preparedness of the lecturer for face-to-face teaching
• Use of innovative teaching approaches
• Effective supervision of student research activity
• Involvement in curriculum design
• Preparation of teaching materials
• Teaching plan that aligns to teaching and learning activities and assessment
• Use of collaborative teaching approaches
• Initiative in supporting students learning

Technical University (TU)
• Use of collaborative teaching approaches
• Use of innovative teaching approaches
• Effective supervision of student internship/practice
• Innovation in teaching practices and supporting student
• Proactive in mentorship and support of students to develop personal qualities
• Effective supervision of student research activity
• Leadership in teaching practices and supporting student
• Successful completion of Foundation of University Teaching program or equivalent
• Demonstrating commitment in students and their learning
• Knowledge and use a range of teaching activities

Focused University (FU)
• Knowledge of the discipline area
• Teaching plan that aligns to teaching and learning activities and assessment
• Assessment constructively aligned to learning outcomes
• Availability for consultation (email, telephone etc)
• Knowledge and use a range of teaching activities
• Effective supervision of student internship/practice
• Use variety of assessment tasks
• Development of teaching material using technology
• The assessment tasks were closely linked to the learning outcomes
• Share teaching and learning research within your discipline

Comprehensive University (CU)
• Use of innovative teaching approaches
• Effective supervision of student research activity
• The assessment requirements were clearly stated
• Effective supervision of student internship/practice
• Assessment constructively aligned to learning outcomes
• Proactive in mentorship and support of students to develop personal qualities
• Support and guidance of student with appropriate academic needs

(HIGH OVERALL MEAN -- TEACHING EFFECTIVENESS (by Universities))
Comparison Between Academic Rank For Yearly Assessment

OVERALL FINDINGS
<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Preparation of teaching materials (C1)</td>
</tr>
<tr>
<td></td>
<td>2. Scores in student evaluation survey (C2)</td>
</tr>
<tr>
<td></td>
<td>Use of innovative teaching approaches (C2)</td>
</tr>
<tr>
<td></td>
<td>Preparedness of the lecturer for online learning environments (C1)</td>
</tr>
<tr>
<td></td>
<td>Innovation in teaching practices and supporting student (C2)</td>
</tr>
<tr>
<td></td>
<td>Effective supervision of student research activity(C2)</td>
</tr>
<tr>
<td></td>
<td>Teaching plan that aligns to teaching and learning activities and assessment (C1)</td>
</tr>
<tr>
<td></td>
<td>Development of teaching material using technology (C1)</td>
</tr>
<tr>
<td></td>
<td>Building relationships, being approachable and interacting constructively with others (C7)</td>
</tr>
<tr>
<td></td>
<td>Involvement in curriculum design (C8)</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>•</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
</tr>
</tbody>
</table>

High Overall Mean -- Yearly Assessment (by Academic Rank)
Comparison Between Academic Rank For Promotion

PERCENTAGE

C1_P  67  63.6  57.8  69.4
C2_P  69.5  59.5  59.6  67.1
C3_P  54.2  47.4  39.9  54.1
C4_P  64.6  46.3  48  54
C5_P  62.9  46.1  48.1  54
C6_P  61.5  46.1  48  45.1
C7_P  61.5  46.1  47.4  54

CRITERIA

PROF  AP  SENIOR  LECTURER
## (HIGH OVERALL MEAN -- PROMOTION (by Academic Rank))

<table>
<thead>
<tr>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Senior Lecturer</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the discipline area (C1)</td>
<td>Knowledge of the discipline area (C1)</td>
<td>Use of innovative teaching approaches (C2)</td>
<td>Preparation of teaching materials (C1)</td>
</tr>
<tr>
<td>Innovation in teaching practices and supporting student (C2)</td>
<td>Scores in student evaluation survey (C2)</td>
<td>Preparation of teaching materials (C2)</td>
<td>Preparedness of the lecturer for face-to-face teaching (C1)</td>
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<tr>
<td>Involvement in curriculum design (C1)</td>
<td>Preparedness of the lecturer for face-to-face teaching (C1)</td>
<td>Preparation of teaching materials (C1)</td>
<td>Involvement in curriculum design (C1)</td>
</tr>
<tr>
<td>Leadership in teaching practices and supporting student (C2)</td>
<td>Preparation of teaching materials (C1)</td>
<td>Involvement in curriculum design (C1)</td>
<td>Teaching plan that aligns to teaching and learning activities and assessment (C1)</td>
</tr>
<tr>
<td>Effective supervision of student research activity (C2)</td>
<td>Effective supervision of student research activity (C2)</td>
<td>Involvement in curriculum design (C1)</td>
<td>Knowledge and use range of teaching activities (C2)</td>
</tr>
<tr>
<td>Scores in student evaluation survey (C2)</td>
<td>Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning (C5)</td>
<td>Innovation in teaching practices and supporting student (C2)</td>
<td>Scores in student evaluation survey (C2)</td>
</tr>
<tr>
<td>Preparedness of the lecturer for online learning environments (C1)</td>
<td>Innovation in teaching practices and supporting student (C2)</td>
<td>Scores in student evaluation survey (C2)</td>
<td>Development of teaching material using technology (C1)</td>
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<td>Knowledge and use range of teaching activities (C2)</td>
<td>Involvement in curriculum design (C1)</td>
<td>Knowledge and use a range of teaching activities (C2)</td>
<td>Knowledge of the discipline area (C1)</td>
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<tr>
<td>Use of innovative teaching approaches (C2)</td>
<td>Teaching plan that aligns to teaching and learning activities and assessment (C1)</td>
<td>Effective supervision of student internship/practice (C2)</td>
<td>Engaging and stimulate student participation (C1)</td>
</tr>
<tr>
<td>Teaching plan that aligns to teaching and learning activities and assessment (C1)</td>
<td>Preparedness of the lecturer for online learning environments (C1)</td>
<td>Knowledge and use a range of teaching activities (C2)</td>
<td>Use variety of assessment tasks (C3)</td>
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<td>Preparedness of the lecturer for online learning environments (C1)</td>
<td>Preparedness of the lecturer for online learning environments (C1)</td>
<td>Knowledge of the discipline area (C1)</td>
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</tbody>
</table>
Comparison Between Academic Rank For Important Standard For Teaching Effectiveness

OVERALL FINDINGS
<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Knowledge and Use of Teaching Activities (C1)</th>
<th>Use of Innovative Teaching Approaches (C2)</th>
<th>Initiative in Supporting Students Learning (C4)</th>
<th>Proactive in Supporting Peers to Develop Personal Qualities (C7)</th>
<th>Use of Collaborative Teaching Approaches (C2)</th>
<th>Leadership in Teaching Practices and Supporting Students (C2)</th>
<th>Responding Positively to Opportunities and New Teaching Approaches (C7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
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<td>Senior Lecturer</td>
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<td>Professor</td>
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</tbody>
</table>

**High Overall Mean -- Teaching Effectiveness (by Academic Rank)**
OVERALL FINDINGS

C1: Design and Planning of Learning Activities
C2: Teaching and Supporting Student Learning
C3: Assessment and Giving Feedback to Students
C4: Developing Effective Environments, Student Support and Guidance
C5: Integration of scholarship (SoTL), Classroom Research and Professional Activities with Teaching and in Support of Learning Contribution or Use of Knowledge of Teaching and Learning, the Discipline or Professional Practice to Support Student Learning
C6: Evaluation of Practice and Continuing Professional Development
C7: Professional and Personal Effectiveness
Yearly Assessment

- Teaching plan that aligns to teaching and learning activities and assessment (C1)
- Scores in student evaluation survey (C2)
- Preparation of teaching materials (C1)
- Knowledge of the discipline area (C1)
- Engaging and stimulate student participation (C2)
- Preparedness of the lecturer for face-to-face teaching (C1)
- Involvement in curriculum design (C1)
- Use of innovative teaching approaches (C2)
- Effective supervision of student research activities (C2)
- Effective supervision of student internship/practice (C2)

Promotion

- Knowledge of the discipline area (C1)
- Scores in student evaluation survey (C1)
- Preparation of teaching materials (C1)
- Involvement in curriculum design (C1)
- Innovation in teaching practices and supporting student (C2)
- Teaching plan that aligns to teaching and learning activities and assessment (C1)
- Preparedness of the lecturer for face-to-face teaching (C1)
- Preparedness of the lecturer for online learning environments (C1)
- Knowledge and use a range of teaching activities (C1)
- Engaging and stimulate student participation (C2)

Teaching Effectiveness

- Use of innovative teaching approaches (C2)
- Effective supervision of student research activity (C2)
- Use of collaborative teaching approaches (C2)
- Effective supervision of student internship/practice (C2)
- Knowledge and use a range of teaching activities (C1)
- Approaching teaching with enthusiasm, passion and confidence (C7)
- Demonstrating commitment in students and their learning (C7)
- Innovation in teaching practices and supporting student (C2)
- Support and guidance of student with appropriate academic needs (C4)
- Initiative in creating engaging learning environment (C4)