



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

PROCEDURE:

TEACHING PERFORMANCE AND UNIT CONTENT EVALUATIONS

Purpose	To outline the rationale, guiding principles, main procedures which relate to the University's teaching performance and unit content evaluation processes
Applicability	All Campuses
Supporting Documents	TPE and UCE Evaluation Forms TPE and UCE Follow-Up Record Forms TPE and UCE Executive Review Forms
Responsible Executive	PVC Academic
Responsible Office	QMAD
Communication	.Periodic new academic staff induction sessions managed by Staffing Office .Dean coverage within Schools for on-going staff (with support from QMAD as required) .Notre Dame Website .Staff information sheets to academic staff involved before each new cycle .Student information sheet to students before each new cycle
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1 Introduction

The University of Notre Dame Australia is committed to quality teaching with the goal of fostering excellence in students' learning experiences. One of the University's main internal evidence-based quality assurance systems for teaching and learning standards is in the form of Teaching Performance Evaluations (TPE) and Unit Content Evaluations (UCE). These evaluation instruments provide a valuable source of institutional evaluative data for comparison, analysis, reporting, and incorporation into the University's quality monitoring and improvement systems for teaching and learning.

TPE and UCE results alone should not be considered as a complete or definitive evaluation for any of the levels at which the results are reported (i.e. institutional, College, School, Teacher, Unit). The expectation is that leaders at the various levels and individual academics will collect additional forms of evaluative evidence to inform more specific and targeted quality processes (e.g. planning, implementation, review, improvement and enhancement cycles).

2 Principles

Teaching Performance and Unit Content evaluations are intended as:

- a systematic means of monitoring academic standards based on student perceptions of teaching performance and unit quality;
- support for the suite of external institutional quality surveys which contribute to evidence-based identification of areas for institutional, College, School quality improvement/enhancement and academic risk mitigation;
- a valid and reliable mechanism for providing diagnostic information which will enable individual academics to identify the strengths and weaknesses in their teaching for improvement and exemplary practice dissemination purposes;
- a valid and reliable mechanism for providing diagnostic information that will enable unit coordinators to identify the strengths and weaknesses in a unit for improvement and exemplary practice dissemination purposes;
- evidence which contributes to processes such as academic staff contract renewal, promotion/reward/recognition;
- a contributor to evidence-based strategic planning for areas relating to the quality of teaching and learning (e.g. academic support and professional development).

3 Definitions

- **Commendatory Performance Standard (CPS)** means the University-set UMR standard used as evidence of teaching and unit content excellence; as advised by Academic Council and approved by Executive Council/SDVC/VC (see Appendix 1).
- **Enterprise Agreement** means *The University of Notre Dame Australia Staff Enterprise Agreement 2011-2014* or such other enterprise agreement as may apply from time to time.
- **Maximum Term Staff Member** means a Staff Member employed on a Maximum Term as that term is defined in the Enterprise Agreement.
- **Minimum Performance Standard (MPS)** means the University-set minimum UMR standard for TPE and UCE; as advised by Academic Council and approved by Executive Council/SDVC/VC (see Appendix 1).

- **QMAD** means the Fremantle and/or Sydney branch of the Quality Management and Academic Development Office.
- **Sessional Staff Member** means a Sessional Staff Member as that term is defined in the Enterprise Agreement.
- **Staff Member** means a Staff Member as that term is defined in the Enterprise Agreement.
- **Teacher** means a teacher of a unit to which this Procedure applies as set out in clause 5.
- **Teaching Performance Evaluation (TPE)** means the evaluation form which is the instrument used by students to summatively evaluate the quality of teaching for a particular unit at Notre Dame.
- **Unit** means a unit of study to which this Procedure applies as set out in clause 6.
- **Unit Content Evaluation (UCE)** means the evaluation form which is the instrument used by students to summatively evaluate the content quality for a unit of study at Notre Dame.
- **Unit Mean Rating (UMR)** means an overall response-weighted average of the full set of item means for an individual's TPE or a unit's UCE.

4 Application of Procedure

This Procedure applies to all undergraduate, postgraduate, Tertiary Enabling Program and Foundation Year Program Units offered by the University or on behalf of the University by third parties, regardless of instructional delivery mode (whether it be for internal, external, online, intensive or some other mode), and the Staff Members who teach those Units.

5 Teaching Performance Evaluations

5.1 As a minimum, Teachers must undergo a TPE:

- where the Teacher is a Sessional Staff Member, at the summation of each Unit taught;
- where the Teacher is not a Sessional Staff Member, at least once per academic year.

5.2 TPEs must also be conducted in relation to a Teacher in the following circumstances:

- When the Teacher is teaching a Unit for the first time.
- When the Teacher is teaching in either summer term or winter term.
- Where a Teacher's UMR has fallen below the MPS in any of the three most recent evaluation cycles.
- Where the delivery of the Unit being taught by the Teacher has recently undergone significant change.
- Where the Teacher is on a Maximum Term employment contract, before his/her contract is due for review in the current year.
- At the request of the Dean or the Teacher.
- At the request of the Vice Chancellor or delegate.

5.3 Where a unit has multiple Teachers, each Teacher is evaluated if s/he has delivered at least 3 sessions.

6 Unit Content Evaluations

6.1 UCEs must be conducted in relation to a Unit in the following circumstances:

- Where the Unit is delivered for the first time.
- Where the Unit is delivered in either summer term or winter term.
- Where, within the previous three evaluation cycles, any UCE UMR for the Unit has fallen below the specified minimum standard.
- Where the Unit content has recently undergone significant change.
- Where UCE data are required for accreditation by external professional bodies.
- Where the Unit is a compulsory Unit in a forthcoming course review.
- Each time the Unit is offered where it is a Core Curriculum Unit.
- At the request of the Dean or the Unit's Coordinator.
- At the request of the Vice Chancellor or delegate.

6.2 When a unit has not been evaluated according to the above criteria, then it must be evaluated every third time it is offered.

7 Evaluation Cycle

7.1 There are two evaluation cycles each year (Summer Term/Semester One and Winter Term/Semester Two).

7.2 Timing for administering TPE and UCE will generally be carried out as follows:

- Standard semester length unit – during Week 11 or 12 of unit;
- Non-standard semester or intensive unit – during the last week/day of unit;
- Units which conclude later than standard end of semester date – during Week 11 or 12 of standard semester;
- For multiple presenters (at least three sessions taken) – during each presenter's last session.

8 Evaluation Process and Distribution of Results

8.1 QMAD will contact students prior to each evaluation cycle to inform them of the evaluation processes for TPEs/UCEs which are relevant to them e.g. procedure, how anonymity is maintained, importance of their responses, potential uses of the data generated.

8.2 The Dean is responsible for briefing School staff on the relevant requirements of this Procedure and ensuring that appropriate School practices and procedures are in place to:

- create an environment which promotes order, uniformity of process and confidentiality of responses;
- ensure the maintenance of student anonymity;
- encourage and support honest and considered responses from students;
- ensure that the individual who is being evaluated has no contact with the completed questionnaires;
- provide all students of the School, including external, online, intensive or other mode students, with the opportunity to complete evaluation forms.

- 8.3 QMAD is responsible for auditing the return of evaluation forms, processing the forms, and producing the reports of results.
- 8.4 To avoid statistical data instability, where the student response rate for TPE/UCE of a particular Teacher or Unit is less than 10, an individual report will be prepared and the results will appear on specific aggregated lists but such results will not be included in the aggregated graph data which are used to calculate UMR averages for the University, Campuses, Colleges and Schools.
- 8.5 TPE/UCE results will be released for the relevant academic semester after the last of the University's Board of Examiners has met. If particular results are required prior to this, a Dean may make arrangements with QMAD for a confidential briefing; however such results must not be conveyed to the Teacher in question until after the last Board of Examiners meeting.
- 8.6 TPE and UCE results are released by QMAD directly to the Dean.
- 8.7 For administrative assistance purposes only, a Dean may make a request to the Head of Campus for approval of up to two additional members of School to have access to identifiable TPE and UCE results; each individual nominated should have senior status and hold a position which justifies access to this information. The Head of Campus may approve or refuse the Dean's request at his/her sole discretion.
- 8.8 QMAD coordinates the nomination and approval process for the additional access permissions, retains the list of approved permissions, and is the first point of contact for any requested changes/updates. QMAD also liaises with the campus Office of Information Technology to facilitate the access permissions.
- 8.9 Any Staff Member who deals with identifiable TPE and UCE information is obliged to maintain its confidentiality.
- 8.10 Student anonymity must also be preserved; the Dean retains responsibility for identifying circumstances which may compromise this (e.g. small student numbers and methods of receiving individual reports and evaluation forms) and considering how to deal with and/or avoid these.
- 8.11 QMAD will send TPE and UCE results (aggregated lists and graphs) to:
- the Vice Chancellor (whole University results);
 - Fremantle Head of Campus (Fremantle and Broome results);
 - Broome Head of Campus (Broome results);
 - Sydney Head of Campus (Sydney results).

9 Issuance of Letters of Commendation and Letters of Merit

- 9.1 A Teacher may be considered for a Letter of Commendation where:
- (a) the Teacher achieves a UMR of at least the CPS in a minimum of two units which have ten or more student responses; and
 - (b) all other units taught by the Teacher achieve a UMR of 4.0 or higher.

- 9.2 The decision as to whether a Teacher should be recommended for a Letter of Commendation is at the sole discretion of the relevant Dean.
- 9.3 Letters of Commendation are prepared by QMAD and co-signed by the Vice Chancellor and Head of Campus.
- 9.4 Where the number of units taught eligibility criterion and/or the number of student responses eligibility criterion cannot be met, a Teacher may be considered for a standard Letter of Merit on the following bases:
- Letter of Merit Type A - a UMR of at least the CPS in a minimum of 2 units and no other unit taught having a UMR less than 4.00, regardless of number of student responses;
 - Letter of Merit Type B - a UMR of at least the CPS when only one unit was taught and regardless of the number of student responses.
- 9.5 Letters of Merit are prepared by QMAD and signed by the Dean of School.
- 9.6 The decision as to whether a Teacher should be awarded a Letter of Merit is at the sole discretion of the relevant Dean.

10 Results Below Standard

- 10.1 QMAD is responsible for preparing TPE and UCE follow-up forms for those UMRs which fall below the MPS in each evaluation cycle and will provide these directly to the Dean.
- 10.2 The Dean is responsible for the follow-up/review process with the relevant Teacher (for TPE) or Unit Coordinator (for UCE) where the UMR has fallen below the required MPS.
- 10.3 For a particular evaluation cycle, where a Dean has at least 50 TPE and/ or UCE for follow-up (not including Executive Review - see clause 10.4) whole or part delegation of this responsibility may be considered. In such cases, if a Dean wishes to pursue this possibility, a request for approval should be made directly to the Head of Campus. Up to two additional members of School in positions which warrant undertaking this task may be nominated. The Head of Campus may approve or refuse the Dean's request at his/her sole discretion.
- 10.4 QMAD is responsible for identifying consecutive below MPS performance for either TPE or UCE in each evaluation cycle. QMAD is also responsible for preparing the Executive Review forms with accompanying historical follow-up details, and will provide these directly to the Dean.
- 10.5 For each Teacher/Unit identified by QMAD for Executive Review, the Dean is responsible for initiating a compulsory meeting with the Head of Campus to review past follow-up actions, discuss further improvement options, and ascertain the next steps.

11 Use of Results for Quality Assurance

- 11.1 The Dean has overall responsibility for demonstrating (e.g. in the dedicated section of unit outlines, but not limited to this) and reporting (e.g. in School and course reporting, but not limited to this) that there are School practices in place for reviewing the TPE UCE information

and utilising it, as appropriate, as a basis for modifying, improving, refining, further investigating and/or affirming teaching, unit and course quality.

- 11.2 The Dean has overall responsibility for ensuring that there are School practices in place for informing students of the ways that the TPE/UCE information has been used as a basis for modifying, improving, refining and/or affirming unit content and teaching performance making positive changes.

12 Storage of Records

Records of all TPE/UCE results, and any follow-up documentation including but not limited to letters, are stored by QMAD.

13 Retention and Disposal of Evaluation Forms

After the completion of the data input phase, QMAD arranges for the return of completed TPE and UCE forms to the relevant School, in accordance with the University's Records Management Procedure.

14 Requests to Deviate from this Procedure

If there is a valid reason to deviate from any aspect of this Procedure, QMAD should be contacted in the first instance. If necessary, a referral will be made to the Head of Campus or Pro Vice Chancellor Academic for further discussion/consideration and decision.

APPENDIX 1

YEAR	MPS	CPS
2005	3.90	4.50

YEAR	MPS	CPS
2006 to present	3.90	4.30