



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

**POLICY:**

**TEACHING PERFORMANCE AND COURSE CONTENT EVALUATIONS**

---

<b>Purpose</b>	To outline the rationale, guiding principles, main procedures which relate to the University's teaching performance and course content evaluation processes
<b>Applicability</b>	All Campuses
<b>Supporting Documents</b>	TPE & CCE Evaluation Forms TPE & CCE Follow-Up Record Forms TPE & CCE Executive Review Forms
<b>Responsible Executive</b>	Deputy Vice Chancellor, Academic
<b>Responsible Office</b>	QMAD
<b>Communication</b>	.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
<b>Effective From</b>	6 <sup>th</sup> August 2014
<b>Due for Formal Review</b>	December 2015
<b>Last Updated</b>	August 2014
<b>Document History &amp; Version Control</b>	.Version III: approved by VC 4/8/2014; effective from 6/8/2014; general update and significant revisions [clauses 5.1, 8.7, 10.2, 10.3, 10.4, 11.1]. .Version II: edited January 2009; general update. .Version I: approved by VC 17/6/2008; effective from 1/7/2008.

	Page
<b>1 Introduction.....</b>	<b>2</b>
<b>2 Principles .....</b>	<b>2</b>
<b>3 Definitions .....</b>	<b>2</b>
<b>4 Application of Policy .....</b>	<b>3</b>
<b>5 Teaching Performance Evaluations .....</b>	<b>3</b>
<b>6 Course Content Evaluations.....</b>	<b>4</b>
<b>7 Evaluation Cycle.....</b>	<b>4</b>
<b>8 Evaluation Process &amp; Distribution of Results.....</b>	<b>4</b>
<b>9 Issuance of Letters of Commendation &amp; Letters of Merit .....</b>	<b>5</b>
<b>10 Results Below Standard.....</b>	<b>6</b>
<b>11 Use of Results for Quality Assurance .....</b>	<b>6</b>
<b>12 Storage of Records .....</b>	<b>7</b>
<b>13 Retention &amp; Disposal of Evaluation Forms .....</b>	<b>7</b>
<b>14 Requests to Deviate from this Policy .....</b>	<b>7</b>
<b>APPENDIX 1.....</b>	<b>8</b>

## 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 Course Content Evaluations (CCE). 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 CCE 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, Course). 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 Course Content evaluations are intended as:

- a systematic means of monitoring academic standards based on student perceptions of teaching performance and course 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 course coordinators to identify the strengths and weaknesses in a course 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 CMR standard used as evidence of teaching and course 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 CMR standard for TPE and CCE; 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 & 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 course to which this Policy 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 course at Notre Dame.
- **Course** means a course of study to which this Policy applies as set out in clause 6.
- **Course Content Evaluation (CCE)** means the evaluation form which is the instrument used by students to summatively evaluate the content quality for a course of study at Notre Dame.
- **Course Mean Rating (CMR)** means an overall response-weighted average of the full set of item means for an individual's TPE or a course's CCE.

#### **4 Application of Policy**

---

This Policy applies to all undergraduate, postgraduate, Tertiary Enabling Program and Foundation Year Program Courses 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 Courses.

#### **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 Course 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 Course for the first time.
- When the Teacher is teaching in either summer term or winter term.
- Where a Teacher's CMR has fallen below the MPS in any of the three most recent evaluation cycles.
- Where the delivery of the Course 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 course has multiple Teachers, each Teacher is evaluated if s/he has delivered at least 3 sessions.

## **6 Course Content Evaluations**

---

6.1 CCEs must be conducted in relation to a Course in the following circumstances:

- Where the Course is delivered for the first time.
- Where the Course is delivered in either summer term or winter term.
- Where, within the previous 3 evaluation cycles, any CCE CMR for the Course has fallen below the specified minimum standard.
- Where the Course content has recently undergone significant change.
- Where CCE data are required for accreditation by external professional bodies.
- Where the Course is a compulsory Course in a forthcoming program review.
- Each time the Course is offered where it is a Core Curriculum Course.
- At the request of the Dean or the Course's Coordinator.
- At the request of the Vice Chancellor or delegate.

6.2 When a course 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 CCE will generally be carried out as follows:

- Standard semester length course – during Week 11 or 12 of course;
- Non-standard semester or intensive course – during the last week/day of course;
- Courses which conclude later than standard end of semester date – during Week 11 or 12 of standard semester;
- For multiple presenters (at least 3 sessions taken) – during each presenter's last session.

## **8 Evaluation Process & Distribution of Results**

---

8.1 QMAD will contact students prior to each evaluation cycle to inform them of the evaluation processes for TPEs/CCEs 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 Policy 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/CCE of a particular Teacher or Course 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 CMR averages for the University, Campuses, Colleges and Schools.
- 8.5 TPE/CCE 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 CCE 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 CCE 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 CCE 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 CCE results (aggregated lists and graphs) to:
- the Vice Chancellor (whole University results);
  - Fremantle Head of Campus (Fremantle & Broome results);
  - Broome Head of Campus (Broome results);
  - Sydney Head of Campus (Sydney results).

## **9 Issuance of Letters of Commendation & Letters of Merit**

---

- 9.1 A Teacher may be considered for a Letter of Commendation where:
- (a) the Teacher achieves a CMR of at least the CPS in a minimum of two courses which have ten or more student responses; and
  - (b) all other courses taught by the Teacher achieve a CMR 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 courses 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 CMR of at least the CPS in a minimum of 2 courses and no other course taught having a CMR less than 4.00, regardless of number of student responses;
  - Letter of Merit Type B - a CMR of at least the CPS when only one course 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 CCE follow-up forms for those CMRs 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 Course Coordinator (for CCE) where the CMR has fallen below the required MPS.
- 10.3 For a particular evaluation cycle, where a Dean has at least 50 TPE and/ or CCE 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 CCE 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/Course 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 course outlines, but not limited to this) and reporting (e.g. in School and program reporting, but not limited to this) that there are School practices in place for reviewing the TPE CCE information and

utilising it, as appropriate, as a basis for modifying, improving, refining, further investigating and/or affirming teaching, course and program 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/CCE information has been used as a basis for modifying, improving, refining and/or affirming course content and teaching performance making positive changes.

## **12 Storage of Records**

---

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

## **13 Retention & Disposal of Evaluation Forms**

---

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

## **14 Requests to Deviate from this Policy**

---

If there is a valid reason to deviate from any aspect of this Policy, 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**

---

<b>YEAR</b>	<b>MPS</b>	<b>CPS</b>
<b>2005</b>	<b>3.90</b>	<b>4.50</b>

<b>YEAR</b>	<b>MPS</b>	<b>CPS</b>
<b>2006 to present</b>	<b>3.90</b>	<b>4.30</b>