

# Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review

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Rewarding and recognising teaching is the unifying theme for the Senior National Teaching Fellowship program of activities being undertaken in 2016-7. Cashmore et al. (2013) identified that progress has been made on rewarding and recognising teaching in the UK, including the development of teaching criteria and ways in which they are measured, but they also found substantial variation in different types of universities and within the disciplinary communities. Of greatest concern was that limited progress had been made on embedding the teaching criteria and establishing standards within the institutional systems and policies, and the persistent scepticism among academic teachers worldwide that their teaching contributions would be recognised and rewarded with career progression.

These observations also resonate in Australia (Chalmers, 2007; Chalmers & Thompson, 2008; Chalmers, 2011; Chalmers et al, 2014), where significant advances are evident, with the provision of clear teaching criteria and increasingly, elaboration of the evidence to be presented for performance review and promotion at many Australian universities. However, the extent to which the expected performance standards are detailed, embedded and enacted in policy, processes and systems remains highly variable (Chalmers et al, 2014).

The showcase will provide an overview of the progress made towards the three areas of activity being undertaken as part of the senior fellowship program. Specifically this will include:

- an update on the Australian University Teaching Criteria and Standards (AUTCAS) project outcomes and ongoing engagement by Australian higher education institutions that have been involved using the AUTCAS criteria to review their practice and policies.
- Progress on the consultation and engagement with the higher education sector to investigate the feasibility of developing a sector-endorsed Australian Professional Tertiary Teacher Standards (APTTS) framework for tertiary academic teachers and professionals.
- Progress on the consultation process of external peer review of teaching portfolios for promotion using institutional criteria and the feasibility of establishing a registry of a College of Peers comprised of endorsed and trained teaching and learning experts to carry out the reviews.