

Curtin University of Technology

Teaching Performance Index: Information and Guidelines 2011

-Participation in this reward and recognition scheme is voluntary-

AIMS OF THE TEACHING PERFORMANCE INDEX (TPI)

The Teaching Performance Index aims to recognise and reward the efforts of teaching staff.

It particularly aims to:

- Improve the overall quality of teaching and learning, particularly in undergraduate courses with large enrolments (see Curtin Strategic Plan: Strategic Focus 2: Focus on high-quality courses in areas of strength).
- Foster a culture of excellence that rewards exemplary teaching and learning (see and Curtin Strategic Plan: Strategic Focus 1: Develop a culture of excellence and innovation and Teaching and Learning Enabling Plan 2009-2013, 1.2: Optimise performance and innovation).
- Support the scholarship that informs teaching and learning (see and Curtin Strategic Plan: Strategic Focus 1: Develop a culture of excellence and innovation and Teaching and Learning Enabling Plan 2009-2013, 2.2; Strengthen teaching quality).

Design of the TPI¹

The scheme is modelled on the Curtin Research Performance Index (RPI). It is acknowledged that:

- The measurement of good teaching and learning is complex.
- The TPI indicators are, at best, proxies for teaching quality.
- The TPI has been reviewed in light of the feedback received during the 2008 Pilot, 2009 and 2010 Reports. It uses a restricted number of measures, aligned with Curtin's Strategic Plan, which can be expected to drive significant improvements in teaching and learning related activities.

APPLICATION GUIDELINES

Eligibility

There are two categories of claims:

- **Individual:** Full-time, part-time and sessional staff who are actively involved in teaching and learning related activities.
- **Owning Organisation:** This term denotes a teaching area, (that is a School, Centre or Department within a Faculty) that owns a unit.

You may only make claims for activities occurring within the calendar year preceding the submission deadline (i.e. claims made in 2011 can only refer to activities supported by data that became available in 2010). Retrospective claims will not be accepted.

Activities can only be claimed in either the TPI or the RPI (i.e. you cannot make claims for the same activities from the TPI where a like claim has been rewarded through RPI). Where there is potential overlap between TPI and RPI, you must always claim for RPI in preference to TPI to ensure Curtin receives the maximum benefit from National Research Funding.

¹ The design of this tool draws from a tool designed by the School of Education at Edith Cowan University.
TPI_Guidelines_2011_final TPI_Guidelines_2011_FINAL.docx
Page 1 of 11

Proportional Allocation of Funding

Funds allocated for the TPI will be allocated proportionally. It is envisaged that Individual Claims will be allocated 25% and Owing Organisation claims will be allocated 75% of the funds pool. Funding allocations are determined once submissions have completed. The TPI committee may adjust the funding allocation to ensure equitable allocation of funds.

Evidence

Where required, you must provide sufficient information to demonstrate that each claim meets the criteria for the item. Sections requiring evidence for 2011 are: Section A: Items 5, 6 and 7 and Section B: Items 2 and 3. Compile the evidence in a clearly labelled and ordered appendix attached to the hard copy application. The labels and order should match the Section Claims.

Where evidence is not provided within the submission period, the claim will not be verified and will be marked as unsuccessful. Please note that the Office of Assessment, Teaching and Learning will not contact individuals to follow up evidence not submitted.

Submissions

The TPI is an online system which integrates with other Curtin databases, such as **eVALUate**. When you have completed your online submission, an *Application Claim Form* will be generated; this is the summary of your claims that you can download as a PDF file (which can be viewed using Adobe Reader).

How to submit

1. Complete the submission online at <https://tpi.curtin.edu.au/login.cfm>
2. Download the *Application Claim Form*.
3. Collect the required evidence to demonstrate that each claim meets the criteria for each claimable item. Evidence should be compiled in a clearly labelled and ordered Appendix. The labels and order should match the Section Claims.
4. Send one hard copy of the completed *Application Claim Form* and appendix containing all required evidence to: TPI Claims Officer, Office of Teaching and Learning, Level 1, Building 105, Bentley Campus.

When to submit:

Applications can be submitted between 4th July 2011 and 12th August 2011.

Further information and assistance

If you need further help in completing your submission, use the online tutorial that will be available from the TPI website during the submission period. The Office of Assessment, Teaching and Learning (contact TPI Claims Officer, on tpi@curtin.edu.au) will also provide guidance with completing applications.

For further information, contact Beatrice Tucker, Office of Assessment, Teaching and Learning: b.tucker@curtin.edu.au

Access and using TPI funds

Individual claims: Individuals should consult with their Head of School as to how their funds are to be stored and accessed.

Owing Organisation claims: Only a Head of School or their nominee can claim for an Owing Organisation. A Cost Centre must be provided, and all disbursements must be approved by the Deputy Vice Chancellor (Education). Results of funds disbursed to Owing Organisations will be publicised within the University through the Heads of Schools and Faculty Deans of Teaching and Learning.

The TPI funds should be used to improve the quality of Teaching and Learning at Curtin (for example, attendance at an appropriate conference, strategic teaching and learning initiatives, upgrading resources to enhance teaching). Decisions about how all the funds are spent must be negotiated with your Head of School under direction from the Dean of Teaching and Learning.

SECTION A: INDIVIDUAL CLAIMS

1. Claimant Information

At this first step, you will be required to give and verify your details before proceeding to the next page.

2. Participation in eVALUate Teaching Survey evaluations

Individual teachers can claim points for each Teaching Evaluation Report (TER), which exceeds the university minimum requirement of 1 per annum and has:

- at least 10 student responses

No	Claim Item	Points
A1	Teaching Evaluation Report (TER)	5 points for each TER exceeding 1 per annum, to a maximum of seven (7) claims per annum

3. High percentage agreement with all items in the eVALUate Teaching Survey

Points may be claimed for each Teaching Evaluation Report (TER) which has:

- at least 80% agreement for all seven quantitative items; and
- at least 10 student responses in the eVALUate TER

No	Claim Item	Points
B1	≥ 80 per cent in all targeted items	10 points for each TER

4. Responding to student feedback in the eVALUate Unit Summary Report (USR)

(See <http://evaluate.curtin.edu.au/> for more information.)

A Unit Coordinator can claim points for providing a response in an eVALUate USR prior to April 22 2011 where there are

- at least 20 enrolments; and
- at least 10 responses in the unit.

No	Claim Item	Points
C1	Units for which USR is published with a response	10 points for each USR

5. Research Supervision

Only the **primary supervisor** can claim in this section.

- Co-supervisors or secondary supervisors are not eligible to claim in this category.
- Only supervisors of students enrolled in a Bachelor Honours Degree in 2010 are eligible (students enrolled in Performance Based Honours are not eligible)².
- Students must be enrolled in the research and/or project units during 2010.

² See Course Nomenclature Policy at www.policies.curtin.edu.au/policies/viewpolicy.cfm
TPI_Guidelines_2011_final TPI_Guidelines_2011_FINAL.docx
Page 3 of 11

No	Claim Item	Evidence	Points
D1	Primary supervision of Honours project in Bachelor Honours Degree	Evidence: Copy of Student Profile from Student One showing unit and course enrolment in Honours research/ project units and degree during 2010. In addition, verification by Head of School that you are the primary supervisor for the named student on the profile*.	5 points for each student
D2	Primary supervision of Research project in Master Degree (by Coursework) (including Professional)	Evidence: Copy of Student Profile from Student One showing unit and course enrolment in Coursework Masters research/ project units and degree during 2010. In addition, verification by Head of School that you are the primary supervisor for the named student on the profile*.	5 points for each student

Each claimant must provide evidence of the Student Profile and verification by Head of School.

6. Application and/or success in Teaching Awards and ALTC Grants and Fellowships.

6.1 Teaching Awards

No	Claim Item	Application successful	Application unsuccessful
E1	Curtin Citation for Outstanding Contribution to Student Learning	50	15
E2	Curtin Award for Program that Enhances Learning	100	25
E3	Curtin Award for Teaching Excellence	100	25
E4	ALTC Citation for Outstanding Contribution to Student Learning	100	25
E5	ALTC Award for Program that Enhances Learning	200	50
E6	ALTC Award for Teaching Excellence	200	50

- Where applicants apply for Teaching Awards more than once (e.g. re-applying in subsequent years), applications must be updated/re-developed to qualify. It is the responsibility of the applicant to demonstrate this difference as part of their evidence with confirmation from the relevant Faculty Dean of Teaching & Learning.
- Where an individual is a member of a team, points are prorated equally between Curtin staff.

6.2 Australian Learning and Teaching Council (ALTC) Grants and Fellowships

Items claimed must not also be eligible for RPI. The claim relates to the year of notification of success or non-success.

No	Claim Item	Application successful	Application unsuccessful
F1	ALTC Fellowship	200	50
F2	Expression of Interest (EOI) for ALTC Grant where Curtin is the lead institution	0*	25
F3	Full Proposal for ALTC Grant where Curtin is the lead institution	200	50
F4	Full Proposal for ALTC Grant where Curtin is NOT the lead institution	50	0

*Successful applicants of an EOI should claim under section F3 upon notification of success or non-success of the full proposal based on the successful EOI.

- Evidence of your application or proof of success will be required (e.g. Letter of notification from ALTC).
- Where an individual is a member of a team, points are prorated equally between Curtin staff. Please provide evidence which lists all investigators and their affiliation.

7. Curriculum Resources and Scholarship in Teaching and Learning*

7.1 Curriculum Resources*

No	Claim Item	Evidence	Points
G1	External publication of curriculum/course related text (digital or paper)	Evidence: Copy of title page of publication, proof of year of publication, copy of contents page, first page of publication, evidence showing affiliation to Curtin University and ISBN	100
G2	Chapter in an external publication of curriculum/course related text (digital or paper)	Evidence: Copy of title page, proof of year of publication, copy of contents page, evidence showing affiliation to Curtin University and first page of chapter and ISBN	50
G3	Other learning resources (excluding Blackboard materials, PowerPoint slides, lecture notes, unit guides, readers)*	Evidence: Proof of authorship, copy of title page of the resource, proof of year of publication, copy of contents page, evidence showing affiliation to Curtin University and ISBN or equivalent	50

*Must be a significant piece of work as judged by Faculty Dean of Teaching and Learning.

- Self-published works will not normally count.
- Where an individual is one of multiple authors, points are prorated equally between Curtin authors.

7.2 Scholarship in Teaching and Learning

Curtin Expectations for Academic Performance³ indicates that in relation to effective teaching, “scholarship refers to research on, evaluation of or reflection on teaching and learning that results in improvement to practice.” (See Chapter 2 of Teaching and Learning at Curtin 2010 for further information.)

This claim relates to scholarly work in teaching and learning with direct relevance to Higher Education. This may include presentations at a conference, forum or colloquium, or publications in scholarly or professional journals.

Where an individual is one of multiple authors, points are prorated equally between Curtin authors.

For the Teaching Performance Index a conference, forum or colloquium is defined as:

- One which is held under the auspices of a recognised state, national or international cultural, scientific, technological, engineering, educational or government body; or
- One which is organised by a state, national or international society which conducts a stream of conferences, fora or colloquia e.g. annual conference.

No	Claim Item	Evidence	Points
H1	Accepted conference abstract or non-refereed fully written conference paper	<ul style="list-style-type: none"> - Copy of published abstract or full paper, - Evidence showing author affiliation to Curtin University (of Technology) - Proof of publication date, conference name and author contribution 	10
H2	Refereed conference paper not claimed in RPI	<ul style="list-style-type: none"> - Copy of published paper as it appears in proceedings <i>PN: The papers may appear in a number of different formats, e.g. a volume of proceedings, a special edition of a journal, a normal issue of a journal, a book or a monograph, CD-ROM or conference or organisational web site)</i> - Proof of peer review - Proof showing author affiliation to Curtin University - Proof showing publication date, conference name and author contribution 	30
H3	Keynote speaker	<ul style="list-style-type: none"> - Letter of invitation - Proof showing author affiliation to Curtin University - Copy of conference program showing conference name, date and author contribution 	50
H4	Refereed papers not claimed under RPI published in scholarly or professional journals	<ul style="list-style-type: none"> - Copy of paper published paper - Proof of peer review - Proof showing author affiliation to Curtin University 	50

³ See Work Planning and Performance Review Policy: Schedule - Curtin Expectations for Academic Performance at <http://policies.curtin.edu.au/policies/viewpolicy.cfm?id=b5e5e5c6-1beb-11dd-88d9-d355a39742bf>
TPI_Guidelines_2011_final TPI_Guidelines_2011_FINAL.docx
Page 6 of 11

		<ul style="list-style-type: none"> - Proof showing publication date, conference name and author contribution - Proof of ISSN 	
H5	Editorship of scholarly or professional journals/publications or conference proceedings not claimed in RPI	<ul style="list-style-type: none"> - Copy of title page of publication - Proof of ISSN - Proof of year of publication - Copy of contents page - Page containing list of editor/s <p><i>PN: Only the major editor/s may claim points</i></p>	100
H6	Publication of a chapter in a book not already claimed under RPI	<ul style="list-style-type: none"> - Copy of title page of publication - Proof of year of publication - Copy of contents page - Proof of affiliation to Curtin University - First page of publication - Proof of ISBN 	50
H7	Publication of a book or report of national significance not already claimed under RPI	<ul style="list-style-type: none"> - Copy of title page - Proof of year of publication - Copy of contents page - First page of chapter - Proof of ISBN 	150

7.3 Professional Development

No	Claim Item	Evidence	Points
11	Attendance at 4 or more modules in the <i>Foundations of Learning and Teaching at Curtin</i> program in 2010	Nil required	3 points for each module
12	Completion of all modules in the <i>Foundations of Learning and Teaching at Curtin</i> program <u>and</u> completion of peer review and submission of written tasks in 2010	Nil required	50
13	Attendance at 7 or more modules in the <i>Academic Leadership for Course Coordinators Program</i> in 2010	Nil required	5 points for each module
14	Completion of <i>Academic Leadership for Course Coordinators Program</i> in 2010	Nil required	60
15	Completion of course of study in 2010 relevant to teaching in higher education	Graduate Certificate of Tertiary Teaching, (or similar at university level) in 2009. Evidence: Copy of transcript	150
16	Attendance at a minimum of three face-to-face UniEnglish (Staff English Program) workshops in 2010	Nil required	2 points for each workshop

- Completion of the Foundation of Teaching and Learning and Academic Leadership for Course Coordinators Programs includes submission of written tasks and receipt of a Completion Certificate.
- Attendance of the Foundation of Teaching and Learning and Academic Leadership for Course Coordinators Programs is acknowledged by the receipt of a Certificate of Participation.

- Pro-rata points will be allocated for completion of any course over more than one calendar year.
- Claimants can only apply for attendance or completion of the Foundation of Teaching and Learning and Academic Leadership for Course Coordinators Programs in any calendar year.

8. Preview and Confirm Claim

On this page you will have the opportunity to preview and edit your claim before making the submission.

9. Submission Confirmation

This is the last step for the TPI individual submission claim. Here you will be given confirmation that you have completed the submission process successfully and you will be able to download your claim as a PDF document.

SECTION B: OWNING ORGANISATION CLAIMS

1. Owing Organisation Information

The first step for the Head of School/Department (or their nominee) will be to give and verify the Owing Organisation's details before proceeding to the next page.

2. CEQ scores above national average

Points may be claimed for Course CEQ scores as detailed in the table below. There must be 10 or more respondents. These data are available from <http://upsystems.curtin.edu.au:7779/CourseReview/index.jsp>

No	Claim Item	Evidence	Points
J1	CEQ results (2009 data only) Mean Overall Course Satisfaction score equal to or higher than the national average	Course/major name and SPK number	100 per course/major
J2	CEQ results (2009 data only) Mean Good Teaching score equal to or higher than the national average	Course/major name and SPK number	100 per course/major
J3	CEQ results (2009 data only) Mean Generic Skills score equal to or higher than the national average	Course/major name and SPK number	100 per course/major

3. Course/major accreditation or recognition and benchmarking activities*

No	Claim Item	Evidence	Points
K1	Course/major has achieved significant external recognition (such as satisfactory full accreditation during 2010) Total course/major enrolments must be above 50 EFTSL	Evidence: Course name and SPK number Copy of Review Report (summary only), signed and dated by author(s). Affirmed as significant, signed and dated by Head of School.	100
K2	Conduct of Course benchmarking activity Total course/major enrolments must be above 50 EFTSL	Evidence: Course name and SPK number Copy of Benchmarking Course Report with summary of findings, agreed benchmark standards and plans for improvement based on experience. Affirmed as significant, signed and dated by Head of School.	100

*The evidence provided in the Benchmarking Report needs to demonstrate that the work was significant (as determined by the Faculty Dean of Teaching and Learning).

Benchmarking involves a comparative analysis with various organisations in respect to courses, performance, processes and/or services. From this information areas for improvement within Curtin can be identified and ideas gained on ways to achieve improvement⁴. NB – Benchmarking does not include Annual or Comprehensive Course Review.

Accreditation refers to the full process during which external recognition is achieved and NOT for an interim review or report required for maintenance of Accreditation.

⁴ See Benchmarking at Curtin Policy
TPI_Guidelines_2011_final TPI_Guidelines_2011_FINAL.docx
Page 9 of 11

4. High percentage agreement with targeted items in the eVALUate Unit Survey

There are 2 categories for this criterion. The unit/s you are claiming for must fall into one of these categories.

1. Large units are units with at least 100 enrolments = 5 points per student response
2. Small units are units with at least 20 but fewer than 100 enrolments = 2 points per student response

Points may be claimed for each unit belonging to an owning organisation which has:

- at least 20 enrolments
- a representative response rate (see Appendix 1); and
- at least 80% agreement with all the following targeted **eVALUate** items:
Item 4: Assessment tasks in this unit evaluate my achievement of the learning outcomes
Item 5: Feedback on my work in this unit helps me to achieve the learning outcomes
Item 7: The quality of teaching in this unit helps me to achieve the learning outcomes
Item 11: Overall I am satisfied with this unit

No	Claim Item	Points
L1	≥ 80 per cent in all targeted items for large units (with at least 100 enrolments)	5 points for each student response to the survey
L2	≥ 80 per cent in all targeted items for small units (with at least 20 enrolments)	2 points for each student response to the survey

5. Preview and Confirm Claim

On this page you will have the opportunity to preview and edit your claim before making the submission. As each Owing Organisation can only make ONE submission, please check that you have the details for all the units for which you wish to make a claim, before selecting the submit button.

Note that once you have made your submission you will not be able to enter data at later date.

6. Submission Confirmation

This is the last step for the TPI Owing Organisation submission claim. Here you will be given confirmation that you have completed the submission process successfully and you will be able to download your claim as a PDF document.

APPENDIX 1

Representativeness of eVALUate results

To determine whether eVALUate results are representative of the views of the total student group enrolled in a unit, a minimum response rate is required and that response rate differs according to the number of students enrolled in the unit. The following table gives an indication of the response rate required in units of varying sizes to ascertain the representativeness of a sample. If the sample is representative, it means that the opinions of the sample are representative of the opinions of the whole group.

Table1 Number of student responses (and response rate) required for representative feedback

Student enrolment in the unit	Response rate in eVALUate	No. of student responses required
10	100%	10
20	85%	17
30	77%	23
40	70%	28
50	64%	32
60	60%	36
70	56%	39
80	52%	42
90	49%	44
100	46%	46
150	37%	55
200	30%	60
300	22%	66
400	18%	70
500	15%	73
1000	8%	78
1500	5%	80

Using this table, staff can be 95% confident that the actual percent agreement is within 10% (\pm) of the observed percent agreement for the total student group enrolled in the unit. Further information regarding the statistical analysis is available to Curtin staff on request from b.tucker@curtin.edu.au.