

College of Professional and Continuing Education

College Learning and Teaching Committee

CPCE Outstanding Teaching Performance/Achievement Awards

1. CPCE Outstanding Teaching Performance/Achievement Awards

1.1 Award Title

The award title is “Outstanding Teaching Performance/Achievement Award”.

1.2 Eligibility

All full-time academic staff of HKCC and SPEED.

Recipients of the CPCE Outstanding Teaching Performance/Achievement Awards will not be eligible for nomination for the same award in the next Awards exercise.

1.3 Categories and Number of Awards

The awards will be made biennially, with a maximum of three awards every two years for “Outstanding Teaching Performance/Achievement”. Each awardee will also be considered for the “Dean’s Award for Outstanding Teaching Performance/Achievement”, with only one award made every two years.

No award will be made in the event that no candidate is considered to be qualified for the Dean’s Award.

1.4 Nomination

Academic staff will be invited to make nominations, including self-nominations, for the “Outstanding Teaching Performance/Achievement Awards”. All nominations, with a written rationale, should be seconded by another CPCE academic staff member and endorsed by the Unit Head.

Students will also be invited to make nominations for the Awards. All nominations should be made by at least three students, with a written rationale, and should also be endorsed by the Unit Head.

The Secretary of this Committee will issue a notice to invite nominations from staff members and students once every two years.

1.5 Selection Panel

The Selection Panel comprises the following members:

- Chairman of CLTC as the Chair
- Directors of HKCC and SPEED
- Chairpersons of HKCC and SPEED LTCs
- Member from PolyU EDC serving on CLTC

- Additional members may be co-opted if desirable.

The recommendations of the Selection Panel will be presented to Dean(PCE) for decision.

1.6 Indicative Selection Criteria and Submission Materials

Reference will be made to the PolyU papers on “Indicative Assessment Criteria for Awards in Teaching” and “Criteria for Evaluating Teaching Performance” presented at Appendices A and B respectively.

Regarding submission materials, nominees are free to provide any relevant evidence in support of the quality of their teaching activities. Particular attention will be given to evidence on performance/achievements in the past three years as well as the promotion / dissemination of good learning and teaching practices in the College. Normally the portfolio submitted should include reference to:

- Teaching feedback, e.g. Student Feedback Questionnaire (SFQ) data, Peer Review report etc;
- Development of learning and teaching materials, e.g. textbooks, cases, teaching notes, manuals, etc;
- Curricular and co-curricular activities contributing to learning and teaching;
- Scholarly activities facilitating effective learning and teaching;
- Professional development contributing to teaching effectiveness; and
- Teaching philosophy and evidence of pedagogical innovation.

1.7 Awards

Each awardee will receive a plaque or a certificate. The recipient of the Dean’s Award will also receive a cash award of HK\$10,000. All awardees will be given suitable public recognition within CPCE.

2. Timeline for the CPCE Teaching Award Process

The CPCE Teaching Award process will take place once every two years. Below is the tentative timeline for 2016/17:

Activity	Tentative Timeline
Announcement of the CPCE Awards and the nomination procedures to staff and students	April 2017
Deadline for nominations	May 2017
Submission of teaching portfolios/ evidence of teaching performance by nominees	June 2017
Selection by Panel	July 2017
Announcement of Awardees	August 2017

Indicative Assessment Criteria for Awards in Teaching

Teaching as a domain of activity

‘Teaching’ as a domain of activity (as in teaching, research, service) encompasses the whole range of activities that are done in preparation for and in relation to teaching as well as the act of teaching itself. Essentially, it can be thought of as constituted of four areas of work: facilitation of learning and development, development of curriculum and pedagogy, management of subjects and programmes, and promotion of teaching quality and culture.

Criteria for evaluating teaching

All areas of work ultimately contribute to better student learning. Impact on student learning is therefore a natural criterion for evaluating teaching. But since actual learning is affected by many factors outside a teacher’s control, it is more realistic and fairer to the teacher to also consider other critical contributions by the teacher that have made better student learning possible. Figure 1 explains the relation between the proposed criteria and the areas of work:

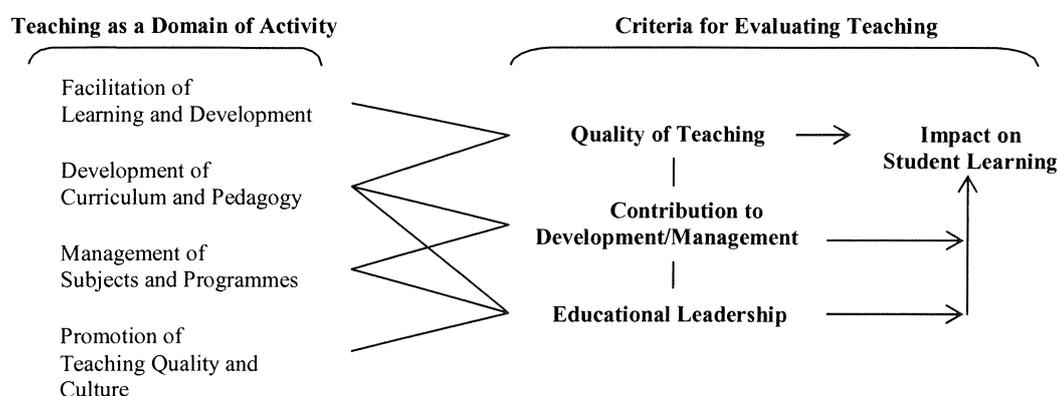


Figure 1: Linkage between areas of teaching-related work and criteria for evaluating teaching

- (1) **Quality of teaching:** the extent to which the teacher is delivering high quality teaching pertaining to the facilitation of student learning and development, as evidenced by his/her commitment to teaching, pedagogical merit, and quality of interaction with students
- (2) **Impact on student learning:** the extent to which the teacher is making a positive impact on student learning and development, as evidenced by students’ attainment of learning outcomes, motivation for learning, quality of work and other forms of achievement
- (3) **Contribution to development/management:** the extent to which the teacher is contributing to the development and operation of subjects and programmes, as evidenced by involvement and contribution in planning and implementing programme curricula and subject syllabi, and their relevant discussions, projects and processes
- (4) **Educational leadership:** the extent to which the teacher is making an impact on teaching and learning beyond his/her own teaching, as evidenced by leadership in teaching innovations, scholarship of teaching and learning, and other forms of contributions leading to system-wide impact

Relative importance of the criteria in teaching evaluation

The evaluation of teaching performance should be a holistic assessment of the extent of contribution by the staff member in all areas of work in which the staff member can reasonably be expected to have engaged in given his/her rank and position (or has engaged in regardless), and the relative importance of the criteria should reflect the expectation.

Generally speaking, 'quality of teaching' and 'impact on student learning' are regarded as the core criteria for all teachers. These two criteria should apply to all staff members with teaching responsibility, regardless of rank. Their importance is such that poor performance on them cannot be compensated with good performance on other criteria or domains of activities. 'Contribution to development/management' and 'educational leadership', on the other hand, are conditional criteria in that their applicability and importance depend on the roles and responsibilities of the staff member in learning and teaching, which typically increase with seniority in rank. For a staff member who has not been assigned any duty in any of those areas of work, these criteria simply do not apply (unless the staff member has, out of his/her own initiative, engaged in associated work and made some significant contributions, then the contributions should be recognised).

(Note: The above is extracted from the LTC paper on "Criteria for Evaluating Teaching Performance" approved by LTC in January 2014.)

June 2014

Criteria for Evaluating Teaching Performance

A Concise Reference

Purpose and scope

In view of various developments internal and external to the University in recent years, including the revisions to the framework and criteria for appointment at PolyU and the evolving conception of teaching excellence internationally, Senior Management invited the Learning and Teaching Committee (LTC) to update the paper ‘Some Suggestions on the Criteria for Basic, Good and Outstanding Level of Teaching’ (LTC, 2003) to bring it in line with these developments. The present paper is the fruit of multiple discussions and a campus-wide consultation. It was officially adopted by the University in 2014 as a replacement of the 2003 paper.

This paper is intended to serve as a common reference on teaching performance for staff members who are involved in teaching or evaluating teaching. It delineates the scope of teaching as a domain of activity, articulates the criteria and standards for evaluating teaching performance, and provides examples of evidence of teaching contributions and achievements. The operational details of the appointment/appraisal/award systems are outside the scope of this paper. Readers may consult ‘The 2011 Framework for Appointment, Promotion and Retention of Academic Staff’, ‘Appointment/Further Appointment and Promotion of Teaching/Clinical Staff’, ‘Guidance Notes on Staff Appraisal System’ and other relevance sources for details of such processes.

When and how to use

This paper is intended for use primarily in staff appraisal, teaching evaluation for promotion and retention and assessment for teaching awards. Readers are reminded that the descriptions and examples provided in this paper are not prescriptive, and that they should be used with care and flexibility, keeping in mind discipline variations and circumstantial constraints surrounding teaching. Time references should be interpreted as appropriate for the intended use.

Within the framework presented in this paper, departments, in consultation with the management of the University, have the flexibility to adapt and/or elaborate on the criteria, standards and evidence to better suit their teaching evaluation needs. Adaptations should also be made in full consultation with the staff members concerned and put into effect only after endorsement from Dean has been obtained.

Learning and Teaching Committee (2014)

I. Teaching as a domain of activity

‘Teaching’ as a domain of activity (as in teaching, research, service) encompasses the whole range of activities that are done in preparation for and in relation to teaching as well as the act of teaching itself. Essentially, it can be thought of as constituted of four areas of work: facilitation of learning and development, development of curriculum and pedagogy, management of subjects and programmes, and promotion of teaching quality and culture. The table below provides an illustrative list of tasks/activities for each area of work.

	Examples of tasks/activities (non-prescriptive/exhaustive)
Facilitation of learning and development	<ul style="list-style-type: none"> – preparing for teaching – designing learning activities – delivering teaching and facilitating learning activities – assessing students’ performance and giving feedback – organising out-of-classroom activities – advising and mentoring students – supervising student projects and postgraduate students
Development of curriculum and pedagogy	<ul style="list-style-type: none"> – proposing/planning new programmes – designing or reviewing subject/programme curriculum – formulating subject/programme learning outcomes – piloting new teaching/learning/assessment strategies – creating new teaching/learning materials/resources – contributing to subject/programme validation
Management of subjects and programmes	<ul style="list-style-type: none"> – serving as subject/programme leader – chairing/serving on departmental programme committees etc. – participating in SARP/BoE meetings – coordinating programme QA processes – maintaining subject/programme documents
Promotion of teaching quality and culture	<ul style="list-style-type: none"> – sharing good teaching practice in workshops/forums etc. – organising/leading teaching development projects – chairing/serving on teaching-related committees at various levels – chairing/serving on accreditation panels (external) – investigating into teaching and learning and disseminating/publishing findings – developing oneself as a teacher and educational leader – helping others to becoming better teachers (e.g., mentoring/coaching)

The overall constitution of teaching activities is neither the same for everybody nor is it static over time. Typically, the range of activities broadens as a teacher develops as an educator and goes up in rank (Figure 1). At the earlier stage of one's career, facilitating student learning is likely to be by far the largest part of work. As one develops, one may begin to spend a gradually greater proportion of time on developing new curriculum or innovating teaching approaches or contributing to programme management. Further down the road, one may start having the opportunities to serve on various committees as well, making an impact on the educational system and culture of the university. Self-development as a teacher and educational leader is therefore an implicit but important dimension in all areas of work.

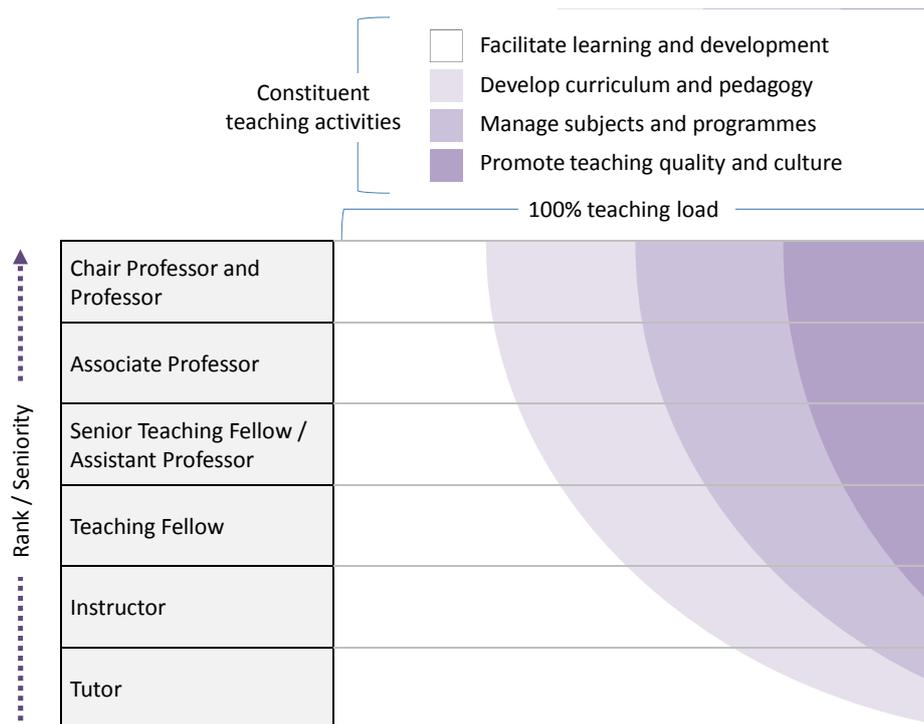


Figure 1: Typical constitution of teaching activities among teachers at different seniority of ranks (NB: For illustration only)

II. Criteria for evaluating teaching and expectations for ‘basic’ level of performance in teaching

All areas of work ultimately contribute to better student learning. Impact on student learning is therefore a natural criterion for evaluating teaching. But since actual learning is affected by many factors outside a teacher’s control, it is more realistic and fairer to the teacher to also consider other critical contributions by the teacher that have made better student learning possible. Figure 2 explains the relation between the proposed criteria and the areas of work:

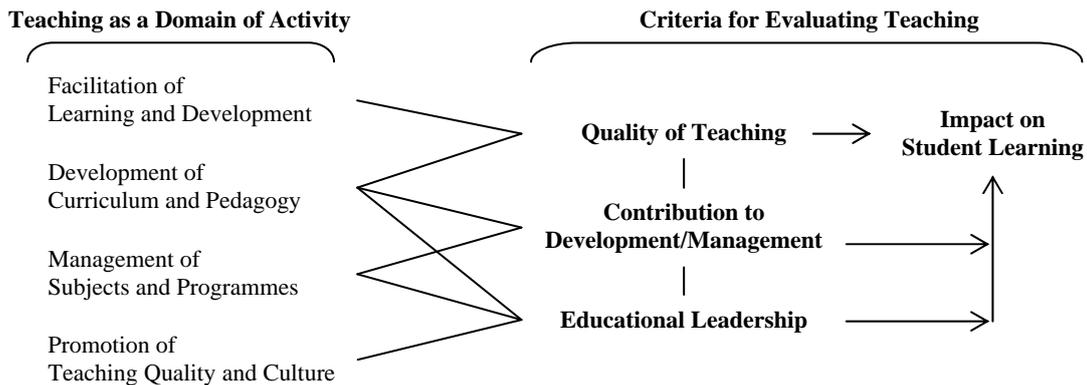


Figure 2: Linkage between areas of teaching-related work and criteria for evaluating teaching

- (1) **Quality of teaching:** the extent to which the teacher is delivering high quality teaching pertaining to the facilitation of student learning and development, as evidenced by his/her commitment to teaching, pedagogical merit, and quality of interaction with students

Basic (equivalent to a ‘Satisfactory’ rating) – be suitably well prepared for class and demonstrate a basic competence in teaching as evidenced by the appropriateness of teaching and assessment approaches, clarity in delivery and quality of interaction with students

- (2) **Impact on student learning:** the extent to which the teacher is making a positive impact on student learning and development, as evidenced by students’ attainment of learning outcomes, motivation for learning, quality of work and other forms of achievement

Basic (equivalent to a ‘Satisfactory’ rating) – the teacher’s teaching be generally conducive to the attainment of intended learning outcomes by students and has a generally positive impact on students’ learning motivation

- (3) **Contribution to development/management:** the extent to which the teacher is contributing to the development and operation of subjects and programmes, as evidenced by involvement and contribution in planning and implementing programme curricula and subject syllabi, and their relevant discussions, projects and processes

Basic (equivalent to a ‘Satisfactory’ rating) – be active and constructively engaged in duties related to curriculum/pedagogy development and/or subject/programme administration/management as required (if any)

(4) **Educational leadership:** the extent to which the teacher is making an impact on teaching and learning beyond his/her own teaching, as evidenced by leadership in teaching innovations, scholarship of teaching and learning, and other forms of contributions leading to system-wide impact

Basic (equivalent to a 'Satisfactory' rating) – satisfactory performance of assigned leadership roles (if any)

The 'basic' level is intended to be the threshold level of performance for all staff members with teaching responsibilities, regardless of rank.

Relative importance of the criteria in teaching evaluation

The evaluation of teaching performance should be a holistic assessment of the extent of contribution by the staff member in all areas of work in which the staff member can reasonably be expected to have engaged in given his/her rank and position (or has engaged in regardless), and the relative importance of the criteria should reflect the expectation.

Generally speaking, 'quality of teaching' and 'impact on student learning' are regarded as the core criteria for all teachers. These two criteria should apply to all staff members with teaching responsibility, regardless of rank. Their importance is such that poor performance on them cannot be compensated with good performance on other criteria or domains of activities. 'Contribution to development/management' and 'educational leadership', on the other hand, are conditional criteria in that their applicability and importance depend on the roles and responsibilities of the staff member in learning and teaching, which typically increase with seniority in rank. For a staff member who has not been assigned any duty in any of those areas of work, these criteria simply do not apply (unless the staff member has, out of his/her own initiative, engaged in associated work and made some significant contributions, then the contributions should be recognised).

It is advisable that departments should discuss with individual staff members at the beginning of an appraisal cycle to reach a shared understanding of the general expectation for each area of work.

III. Towards teaching excellence

PolyU encourages teachers to aspire for teaching excellence. For this reason, it has instituted a merit-based salary review and reward system as well as awards for excellent performance/achievement in teaching. To facilitate recognition of good teaching in such contexts, a description for ‘Good’ and ‘Excellent’ teaching performance is provided below.

Good (equivalent to a ‘Very Satisfactory’ rating)	Excellent (equivalent to an ‘Excellent’ rating)
Quality of Teaching	Quality of Teaching
<p>The teacher’s teaching is characterised by:</p> <ul style="list-style-type: none"> • Good preparation for class • Effort to improve one’s teaching • Appropriate intended learning outcomes ^ • Appropriate teaching methods ^ • Appropriate assessment and clear criteria ^ • Suitable use of technology ^ • Clear and coherent delivery of teaching • Timely useful feedback to students • Being available to students for advice and guidance 	<p>All elements detailed for the ‘Good’ level are accomplished at a high level and over an extended period (e.g., consistently creating learning experiences that are inspiring and empowering for students as well as highly effective in producing the intended learning), with some evidence of exceptional passion, dedication, vision and originality</p>
Impact on Student Learning	Impact on Student Learning
<p>The teacher has made a positive impact on student learning as indicated by the following:</p> <ul style="list-style-type: none"> • Attainment of subject learning outcomes by the majority of students from across subjects and years* • Good level of learning motivation in most classes 	<p>In addition to the previously mentioned impact, the following is also evident:</p> <ul style="list-style-type: none"> • High quality of work and academic standards by the majority of students from across subjects and years* • Deep and lasting impact on student academic, professional and/or personal development
Contribution to Development/Management	Contribution to Development/Management
<p>Useful contributions in discussions/projects/processes related to curriculum/pedagogy development and/or subject/programme administration and management (if any); unsolicited contributions of significance</p>	<p>Outstanding contributions in developing new programmes or revamping existing programmes that leads to substantial enhancement in the quality of educational provision</p>
Educational Leadership (if applicable)	Educational Leadership (if applicable)
<p>Very satisfactory performance of the duties of the assigned leadership roles (if any); unsolicited contributions of significance</p>	<p>The teacher has demonstrated any of the following:</p> <ul style="list-style-type: none"> • Scholarly approach to teaching and learning, with teaching innovations, courses or materials that have achieved wider recognition/use beyond the teacher’s own teaching (e.g., through publications) • A good track record of high-impact educational leadership, with significant contributions to improving teaching quality and promoting a culture of good teaching at department level or beyond (e.g., committee work, mentoring, sharing of good practice)

^ In cases where decisions are made collectively, the level of contribution by the staff member under review should be taken into account.

* For appraisals with no implication on promotion or retention, the period under review applies.

Above all, great teachers are most often noted for the heart they have put into teaching. Many of the best teaching practices and innovations we see today are a result of their commitment to providing the best possible learning experience to their students.

Mapping performance levels to other rating scales in use at PolyU

Several systems at PolyU are using the idea of performance levels, but there has been no consistency across these systems in how these levels are labelled. In the modified staff appraisal system¹ implemented in 2012, performance is rated along a scale of four levels consisting of ‘less than satisfactory’, ‘satisfactory’, ‘very satisfactory’ and ‘excellent’. In the 2011 Framework for Appointment, Promotion and Retention of Academic Staff, the labels of ‘good’, ‘approaching outstanding’ and ‘outstanding’ are used to describe the performance expectations for different ranks². The table below suggests how the performance levels described in this paper may be used to interpret these various labels in other systems.

Staff appraisal system (2012)	Framework for appointment (2011)	Criteria for evaluation teaching performance (this paper)
Less than satisfactory	--	Largely failed to meet the standards specified for ‘Basic’.
Satisfactory	--	Basic Largely achieved the standards specified for ‘Basic’.
Very satisfactory	Good	Good Largely achieved the standards specified for ‘Good’.
--	Approaching outstanding	Clearly exceeded the standards specified for ‘Good’ to meeting some of the standards specified for ‘Excellent’.
Excellent	Outstanding	Excellent Largely achieved the standards specified for ‘Excellent’.

¹For details about performance expectations for professorial ranks, please refer to ‘The 2011 Framework for Appointment, Promotion and Retention of Academic Staff’, Operation Manual, Section 1, Annex A.

Interpreting the standards (performance descriptions)

In order to protect the flexibility for teachers to choose the best approaches for their specific teaching situations, it is inevitable that broad descriptive terms like ‘well prepared’ and ‘appropriate’ should be used to qualify performance. These standard descriptions need to be sensibly interpreted, taking into account the nature of the context in which the particular aspect of teaching has taken place, as well as the common understanding of the term by the immediate community. Departments are encouraged to use the descriptions presented in this paper as a starting point for reaching a shared understanding of what good teaching means among their own staff.

¹ Guidance Notes on Staff Appraisal System for Staff other than Heads of Department (HoDs) and above levels, p.5 ([https://www2.polyu.edu.hk/hro/eformlib/SAS_GuidanceNotes\(Eng\).pdf](https://www2.polyu.edu.hk/hro/eformlib/SAS_GuidanceNotes(Eng).pdf))

² The 2011 Framework for Appointment, Promotion and Retention of Academic Staff”, Operation Manual, Section 1, Annex A (<https://www2.polyu.edu.hk/hro/events/2011/newframework/OperationManual.pdf>)

IV. Examples of evidence of teaching contributions and achievements

- The list is **neither prescriptive** (i.e., not everything listed needs to be produced for evaluation) **nor exhaustive** (i.e., possible evidence is not limited to those on the list). It is merely an attempt to demonstrate the range and variety of evidence. Departments are welcome to develop their own list of examples.
- Evaluation should be based on evidence from **multiple sources** (students, peers, sample works, formal recognitions, self-reflections). For guidelines on the use of SFQ, peer review and teaching portfolio for evaluating teaching and suggestions on how to make credible and meaningful judgments based on a selection of evidence, please refer to ‘Guidelines on Teaching Evaluation at PolyU’ (LTC, 2007).

Examples of Evidence of Contributions to Teaching and Learning
Quality of teaching
<ul style="list-style-type: none"> • Statement of teaching philosophy • Student feedback on all aspects of teaching through SFQ and/or customised survey • Peer feedback on all aspects of teaching through peer reviews of materials and classroom teaching • Samples of teaching materials, assessment tools, assessment rubrics • Samples of feedback given to students • Teaching development activities/projects participated • Action research on one’s teaching • Publications on the teaching innovations • Acquisition of education-related academic qualifications • Commendations on teaching excellence • Teaching awards (or nomination)
Impact on student learning
<ul style="list-style-type: none"> • Student feedback on the impact of teaching on their learning motivation and achievement • Peer observation of students’ learning motivation • Peer feedback on students’ learning attitude/competence in subsequent related subjects • Unsolicited feedback (e.g., letters/emails/thank-you cards) from students, alumni and peers • Samples of best student work • A list of supervised final-year projects (or similar) with types of degrees and year granted in the past 3-5 years, and your major contributions/achievements in terms of impact on student learning • Publications on the teaching innovations (with evidence of effectiveness)
Contribution to development/management
<ul style="list-style-type: none"> • Membership of subject/programme level committees • A list of significant contributions to the curriculum/pedagogy development of your subjects/programmes • A list of significant contributions to the administration/management of your subjects/programmes • New subjects/programmes developed
Educational leadership
<ul style="list-style-type: none"> • Subjects/programmes led • Teaching development activities/projects organised/led • Evidence of teaching innovations/materials being adopted for wider use • Scholarly work or publications on teaching and learning in the discipline • Invited presentations on teaching and learning at conferences or similar occasions • Chairmanship/Membership of committees dedicated to educational matters • Panel membership in accreditation and quality review exercises • Policies and guidelines formulated with your contribution • Editorship of publications dedicated to the teaching and learning