

Tertiary Teaching Development Expectations at the University of Waikato, November 2016

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Background

At its 28 April 2015 meeting, Academic Board approved the Tertiary Teaching Development Expectations Framework developed by the Teaching Development & Support Committee (TDSC). At the 21 May TDSC meeting, it was reported that that an implementation plan, complete with resourcing implications, would need to be brought back to the Academic Board by the end of 2015. However, several factors interrupted the process of developing such plan, including recommendations from the Curriculum Development Framework (CDF) and the Cycle 5 audit. It is now timely to reconsider the university's expectations for tertiary teaching development.

Underpinning tertiary teaching development expectations are the aspirational goals described in the following documents. Cycle 5 audit recommendation 11 states that the University needs to provide "clear leadership in the development of pedagogical expertise which: is consistent with the University's strategic objectives articulated in the Curriculum Enhancement Programme; facilitates student learning which is aligned with the graduate profile; and which ensures the staffing resources for meeting the professional development needs of teachers are adequate to provide this in a proactive way" (p. 62). Also essential is recognition of the CDF Teaching Value Proposition, which states that the University will provide and support "quality teaching, including flexible delivery modes that are responsive to student and societal needs" (p. 5). Specifically, "the University will encourage and support staff to take up professional development opportunities so they keep abreast of and implement current and emerging pedagogies and assessment practices, and e-learning strategies" (p. 5).

Key assumptions: Tertiary teaching development approaches must be:

- consistent with the overall institutional goals of the Curriculum Development Framework to provide a future-oriented curriculum;
- flexible and tailored to different disciplinary contexts and teacher (learner) preferences;
- available in a variety of formats to suit individual teacher (learner) needs;
- sustainable and scalable across the institution; and
- informed by scholarship and research-based evidence.

The proposal

Given that the expectation of staff engagement in tertiary teaching development activities has already been accepted by Academic Board, Tracy Bowell and Marcia Johnson have developed five recommendations as follows. It is expected that:

1. All continuing staff with teaching responsibilities are expected to engage in at least two tertiary teaching development activities per year, which could be selected from a range of regular workshops and seminars hosted by CeTTL or from events offered within Faculties (such as those developed by the Teaching/TEL advocates), or external to the University. CeTTL events will be offered in both face-to-face and online modes and will be widely promoted. Note: Expectations for part-time staff will be considered on a case-by-case basis through discussion with the relevant Dean.
2. Documentation of, and reflection on, tertiary teaching development activities will be maintained by the staff member and included annually in the Academic Staff Portfolio (ASP).
3. Discussion of tertiary teaching development activities will inform staff members' Professional Goal Setting meetings with line managers.
4. Evidence of teaching development activities will be required in Academic Staff Portfolios.
5. Staff new to teaching will be assigned a teaching mentor, either within their own Faculty or within CeTTL. In either case, CeTTL will assist in coordinating mentoring activities and will provide guidance. It is expected that the staff members will be mentored for at least the first two years of their employment.
6. All sessional assistants will attend tutor training provided by CeTTL, or specialised training by faculties where appropriate.

A list of potential tertiary teaching activities is included as APPENDIX 1.

APPENDIX 1

Tertiary Teaching Development Expectations Example tertiary teaching activities for staff

It is expected that all teaching staff will complete at least two tertiary teaching activities per year. Example activities could include:

1. Attending at least 2 Teaching Network sessions per year
2. Participating in at least 2 tertiary teaching workshops per year (face-to-face or online)
3. Participating in peer review of teaching
4. Participating in a faculty-specific tertiary teaching development workshop
5. Supervision workshops
6. Being a Faculty Teaching Advocate
7. Being a Faculty Technology-Enhanced Learning (TEL) advocate
8. Initiating, conducting, and documenting a personal tertiary teaching initiative
9. Participating in a research project related to the scholarship of teaching and learning (SoTL)
10. Publishing a SoTL-related article
11. Preparing a portfolio for a teaching excellence award
12. Attending a tertiary teaching conference
13. Undertaking formal study related to tertiary teaching
14. Mentoring new staff into tertiary teaching

Possible evidence would include:

1. Preparing a reflective teaching portfolio in Mahara
2. Receiving a teaching excellence award
3. Teaching-related publications and/ or presentations
4. Certificates / degree related to tertiary teaching
5. Digital badges related to attending tertiary teaching events