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| CDU_Letterheads_Logo_Colour_300dpi_TLC.jpg | **Teaching and Teaching Scholarship**  **Charles Darwin University** | |
|  | Version: 1.01  Last amendment: 14 Nov 2014 | Approved By: Deputy Vice-Chancellor  Date: 18 Oct 2012 |

Introduction

Charles Darwin University Academic Staff undertake a broad mix of teaching and learning, research, Indigenous-related activities, community engagement activities, business development activities and administration.

Academic Staff are classified in the following roles (*Charles Darwin University and Union Enterprise Agreement 2013*):

* Teaching Focused Academic Staff, expected predominantly to teach and engage in the scholarly advancement of teaching with limited involvement in other research activity;
* Research Active Academic Staff, expected to undertake both teaching and research activity;
* Research Intensive Staff, expected predominantly to undertake research.

This document describes expectations in relation to teaching at Charles Darwin University, generally and with reference to the above roles.

Requirements for Teaching/Training Activity and Performance

This document considers the **minimum standards** that will apply to Academic Staff at Charles Darwin University, as outlined in the *Enterprise Agreement* (cl. 31.7). These standards are comprised of three broad components:

* Teaching activity (quantity);
* Teaching quality; and
* Professional currency.

Assessment of performance against these minimum standards forms part of the Performance Development and Review System (PDRS) activity (cl. 31.6-31.8). Assessment should occur with reference to the Academic Staff Position Classifiers provided in Schedule C of the *Enterprise Agreement*, which provide level-specific expectations of performance.

For the purposes of meeting the minimum standards for teaching, and for supporting possible promotion applications, academic staff members are strongly encouraged to maintain a portfolio of evidence relating to teaching activity (quantity), teaching quality and professional currency, including contextualised interpretations of the evidence and measurable outcomes wherever possible.

Part A – Teaching Activity

The University recognises 73 ½ hours per fortnight as the ordinary hours of work for all staff members. The time allocated to Teaching Activities will vary between the Academic Staff role (Research Active / Teaching Focussed / Research) and from area to area.

Teaching Activities may include (Enterprise Agreement, cl. 28.4):

* attendance in the classroom and on-line delivery;
* workshop delivery;
* assessment of vocational competency;
* reasonable contemporaneous organisation and preparation of lesson plans and teaching resources;
* reasonable contemporaneous marking;
* supervision of honours students;
* workplace training and assessment;
* Recognition of Prior Learning (RPL) assessment; and
* for Academic Staff teaching predominantly in higher education, teaching-related research and scholarship.

In addition to the Teaching Activities listed above, there are a number of necessary supportive activities for staff involved in teaching. These include, for example:

* having Learnline sites available to the schedule required by the University;
* maintaining, in real time, roll books as appropriate;
* compiling, moderating, recording and posting results in a timely manner;
* taking the steps necessary to document valid unit enrolments; and
* being available to students on a sufficient and regular basis for provision of academic advice and support.

For a full-time Research Active Academic Staff Member, workload allocation will nominally be based upon 40% of allocated time spent on teaching and 60% of allocated time spent on non-teaching activities. Research Staff may have up to 20% of their time allocated to Teaching Activities. Actual allocations may vary depending upon the work area and roles, will be negotiated between the employee and supervisor and recorded as part of the PDRS.

Teaching Focused Academic Staff members predominantly delivering Higher Education units are expected predominantly to teach and engage in the scholarly advancement of teaching. Teaching Focused Academic Staff predominantly delivering Vocational Education and Training units are not expected to engage in the scholarly advancement of teaching to the same degree.

Further guidance on the allocation of teaching hours per week can be found in the Enterprise Agreement.

Part B – Teaching Quality

Teaching quality considerations have two broad and inter-related components: the quality of an individual’s teaching design and delivery (including assessment activities), and activities focussed on developing and improving the quality of units and courses.

*Teaching Design and Delivery*

The quality of the individual’s teaching delivery will ideally be quantified through student feedback, as identified in the Student Experience of Learning and Teaching (SELT) or Learner Questionnaire (LQ) scores. With the SELT instrument, teaching quality measures are based upon SELT Mandatory Unit sample item scores. Full-time Academic Staff are to have at least two units per year assessed, and achieve at least a mean response of score 5.0 on identified items.

In some circumstances, SELT or LQ results will not provide a clear indication of the quality of an individual staff member’s teaching. In those cases, Academic staff members may negotiate some other form of quality measurement including student outcomes or industry/employer based surveys.

*Unit and Course Quality*

Academic staff members are expected to undertake a range of activities in support of continuous improvement of the University’s units and courses. Activities can include:

* Consultation with industry groups, with the aim of ensuring alignment between University education and training and industry needs.
* Curriculum or course development / redevelopment within required timelines (such as unit outlines, CARP documentation for Higher Education units and courses, and Training and Assessment Strategies and course information documentation for Vocational Education and training units and courses).
* Development and implementation of quality management components, with particular reference to TEQSA and ASQA requirements.
* Preparation of quality Learnline sites and resources within required timelines.

Minimum expectations relating to Program Quality activities are described in the Academic Staff Position Classifiers in Schedule C of the Enterprise Agreement 2013.

A key source of evidence of unit and course quality will be peer review reports generated through the quality management system.

Part C – Professional Currency

Professional Currency is considered in four components:

* Maintaining currency within an Academic Staff Member’s particular discipline or trade;
* Maintaining currency with contemporary teaching pedagogies/training practices;
* Maintaining currency with specific Charles Darwin University requirements, such as those related to competency using Learnline technologies; and
* Cross-cultural competency.

*Currency in the Discipline/Trade*

All Academic Staff members are expected to do what is necessary to retain currency in their particular discipline and/or professional practice. This may include obtaining or retaining licenses or registration, periodically returning to industry, memberships of relevant professional societies or industry groups, or undertaking scholarly activities as may be necessary, including potentially undertaking higher degree study. Details of what is expected will be negotiated with the relevant academic head or leader.

*Currency with Contemporary Teaching Practice*

Minimum standards for University Academic Staff in relation to study and training to develop teaching skills are satisfactory progress towards a Graduate Certificate teaching qualification for new staff members working predominantly in Higher Education, and relevant Training and Assessment credentials for VET delivery.

Note that while these minimum standards are all that is necessary for employment at the University, they will likely not be sufficient for promotion to higher-level positions. For staff members undertaking VET delivery, a Diploma-level qualification is recommended. For staff members working predominantly in Higher Education, a Graduate Diploma is recommended.

*Currency with Charles Darwin University Requirements*

All Academic Staff must remain current in teaching practice in the context of Charles Darwin University. In particular, there is a requirement to have an adequate level of technology proficiency and an understanding of flexible education pedagogy that is inclusive of the diverse student community.

**Other Circumstances**

There may be circumstances that justify Academic Staff not meeting the above criteria. Exceptions can be nominated by the Pro-Vice Chancellor of the Faculty, with justification.

Additional Scholarship Requirements for Teaching Focussed Academic Staff Predominantly Delivering Higher Education Units

Teaching Focussed Academic Staff predominantly delivering in Higher Education are “expected predominantly to teach and engage in the scholarly advancement of teaching with limited involvement in other research activity” (*Enterprise Agreement*).

This provides an opportunity to increase the University’s concentration on excellence in teaching and curriculum, through activities that include:

* Tasks associated with Professional Currency, in which the Teaching Focussed Academic Staff member takes on a leadership role. This may particularly relate to scholarship associated with the advancement of teaching practice in general or in the particular context of the University, such as around online/flexible and/or field/clinical education.
* Tasks associated with Teaching Quality, in which the Teaching Focussed Academic Staff member plays a leadership role in innovation to support improved course or discipline quality.
* Expanded teaching activity, as described in Part A of the previous section.

Expected outcomes associated with these activities are to be negotiated with the Academic Staff member’s supervisor as part of the PDRS process.

Movement Between Roles

Movement between Academic roles may occur from time-to-time with agreement between the University and the staff member. It is expected that the most common time to negotiate and plan for a change in roles will be during the PDRS process.

The process for assessing a request for such a movement has two parts:

* One part of the process will be concerned with the employee’s career aspirations and suitability for the proposed role. The staff member must meet the above Requirements for Teaching Activity and Performance for the role proposed to move into, or provide a reasonable argument for how they will meet the criteria within 24 months.
* The other part of the process is concerned with resource allocation and the need for proposed change. Assessment of this will be based upon the area budget allocation and student load targets.

For academic staff members moving from a Teaching Focussed role to either a Research or Research Active role, the University recognises that 24 months will be required in the new role before a valid assessment of Research Active status is made.

The complete agreement can be located at: [Charles Darwin University and Union Enterprise Agreement](http://www.cdu.edu.au/ohrs/documents/CharlesDarwinUniversityandUnionEnterpriseAgreement2013_Feb2013.pdf)

**Document History and Version Control**

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| **Version** | **Date Approved** | **Approved by** | **Brief Description** |
| 1.00 | 18 Oct 2012 | Deputy Vice-Chancellor | Creation of original document and posting to CDU website. |
| 1.01 | 14 Nov 2014 | Deputy Vice-Chancellor | Minor changes to clause numbers and language to reflect CDUUEA 2013 |