

**Learning and teaching
professional learning survey of
Australian universities**

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Respondents

Australian Catholic University, Australian National University, Bond University, Charles Sturt University, Deakin University, CQ University, Edith Cowan University, Federation University, Flinders University, Griffith University, Macquarie University, Murdoch University, Queensland University of Technology, Swinburne University of Technology, University of New South Wales, University of Notre Dame, University of South Australia, University of Southern Queensland, University of the Sunshine Coast, University of Tasmania, Victoria

Policies, EBAs, probation, promotion

- 10 (48%) – professional learning governed by policies
- 14 (67%) – professional learning requirements for probation completion
- 14 of 20 respondents (70%) – professional learning requirements for promotion

Staffing of and roles associated with L&T professional learning

- 0 – 100 staff associated with professional learning provision
- Average = 11.7 staff, without the two outliers
- Caution – not clear if the numbers provided were EFT staff.
- 19 responding universities, roles employed:
 - 7 institutions employed a Director and/or Associate Director
 - 4 institutions employed managers
 - 14 employed academic developers
 - 8 institutions employed education/learning designers
 - 5 institutions employed e-learning/Education/Learning technology officers/developers

Recognition and celebration

- 100% celebrate with university/college/faculty/school teaching awards
- 11 (52%) provide teaching grants

Institutions also recognise teaching through:

- Support and celebration of Advance HE Fellows
- Annual university teaching conference
- Commendations from the VC or Dean for outstanding student satisfaction scores

Teaching quality and teaching professional learning

16 (80% of 20) – teaching quality articulated

11 (58% of 19) – university reports teaching quality

20 (95% of 21) – encourage staff to participate in sector wide L&T professional learning

Professional learning programs

- 19 (90% of 21) provided 52 L&T professional learning programs
- 1 program (2unis), 2 programs (2 unis), 3 programs (12 unis), 5 programs (2 unis)

Graduate certificates/diploma

- 11 (52% of 21) universities – one called a diploma
- Completion of four units across 1 or 2 years, with 3 years at one university
- 9 of the 11 courses are offered online.
- Compulsory in 7 units for at least some staff
- 9 universities provide workload credit (in theory) for participants
- 10 courses use portfolios
- 10 courses taught by central L&T staff
- Results recorded in all universities

Teaching induction

- 13 (62% of 21) unis
- 1 day to one year duration
- 9 blended, 2 online, 2 online and face to face
- 8 include assessment
- Contemporary approaches to university teaching

Programs that support Advance HE Fellowship applications

- Three universities have one program that support Fellowship applications
- QUT and Griffith have three programs that support Fellowship applications
- Teaching induction programs in the QUT and Griffith can lead to Associate Fellowship
- Graduate Certificate at Griffith leads to a Fellowship

Programs that support sessional staff

- Four universities (19%) provide programs
- One program is compulsory
- At least two universities pay staff to attend
- 1.5 hours to one day

'Everything else'

- Learning management systems (2)
- Engaging learners online (2)
- Curriculum design for learning (1)
- Effective communication (1)
- Peer mentoring for teaching award applicants (1)
- Academic internship for PhD students (1)
- Strategic L&T faculty programs (1)
- Annual L&T symposium of 3 – 4 days (1)
- Scholarships for L&T projects (1)
- ECulture where staff present unpublished research, best teaching practice and case studies (1)
- Undergraduate and postgraduate research and supervision practices (1)
- One day courses (1)
- Short sessions of approximately an hour on specific topics (5)

Next steps

- Teacher development/capability
- Teaching standards
- Align Professional learning framework with promotion and probation
- Alignment of central L&T work with strategic priorities
- Review of courses offered/ cohesive professional development strategy
- Improving student evaluation of courses
- Multiple Advance HE fellowship pathways
- Review of promotion criteria to align with teaching expectations

Things to discuss

- a. What are the pros and cons of CAULLT recommending that Australia has it's own L&T excellence recognition scheme. Should CAULLT recommend one?
- b. If Australia had a teaching recognition scheme, what would be the implications of aligning our institutions' professional learning provision with such a scheme?

Thank you - Photo by Barry Ledgwick, 2007



Bits and pieces

- Recording of L&T professional learning patchy or not undertaken in many universities. – is there a reason to record L&T professional learning?
- Goals and targets as KPIs? What goals do you think your PVC/DVC L&T or equivalent might usefully have?
- Any other questions you would like answered?

L&T Professional learning survey

- 2018 survey sent to 88% (37) of 42 Australian tertiary institutions
- Responses received from 57 % (21) of those 37 institutions.