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Final Report

**Preparing Academics to Teach in
Higher Education**

http://www.flinders.edu.au/pathe/

May 2010

This report has been prepared by:
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Report Contents

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Special thanks to

The Foundations of University Teaching Colloquium community

Professor Owen Hicks, consultant to the Australian Learning and Teaching Council Ltd.

Dr John Mitchell, John Mitchell and Associates

The Council of Directors of Academic Development (CADAD) executive

Participating universities

Individual institutional commitment to PATHE involved agreement to the following:

- release time for the inaugural Project Steering Committee, the Project Steering Committee, and leaders of the sub-projects and their members to participate in the project

- continued support for and attendance by staff involved in foundations programs at the annual Foundations of University Teaching Colloquia.

The following universities agreed to this commitment and endorsed the project in 2006-2007:

Australian Catholic University

Bond University

Central Queensland University

Curtin University of Technology

Deakin University

Edith Cowan University

Flinders University

Griffith University

James Cook University

La Trobe University

Macquarie University

Monash University

Queensland University of Technology

RMIT University

Southern Cross University

The Australian National University

The University of Adelaide

The University of Newcastle

The University of New South Wales

The University of Queensland

The University of Sydney

The University of Western Australia

University of Ballarat

University of Canberra

University New England

University of South Australia

University of Southern Queensland

University of Tasmania

University of Technology, Sydney

University of the Sunshine Coast

University of Western Sydney

University of Wollongong

Victoria University

Explanatory note

For the purposes of this project and this report 'foundations programs' are defined as "formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university" (Appendix 1, p. 65). Throughout this report the words 'foundations programs' are used to describe these programs that prepare staff to teach in higher education.

Executive summary

The *Preparing Academics to Teach in Higher Education* (PATHE) project was a three-year project funded by the Australian Learning and Teaching Council (ALTC). The project's main aim was to produce a framework for foundations of university teaching programs. Specific objectives of the project included the promotion of sector-wide sharing of understandings of foundations programs, the generation of evidence-based information, the development of resources and models of successful practice, the identification of areas for further development, and a contribution to the scholarship of higher education teaching and learning.

The project was well supported by the Australian higher education sector, primarily through the Foundations of University Teaching Colloquia[1], a network of foundations teachers who meet on an annual basis. The chosen methodology was a distributed model that involved 26 staff across 19 universities. Each of the four stages to the project has produced its own set of outcomes. These outcomes are summarised in this report and reported more substantially in the appendices.

Stage 1 focused on a survey of current practice of foundations programs (Appendix 1) and a literature review (Appendix 2). Both of these reports helped inform the next three stages. Stage 2 involved the identification and exploration of five sub-projects: benchmarking, impact, models, professional development and resources. In Stage 3 resources for each of the sub-projects were developed. These resources include guidelines for benchmarking; an articulated set of benchmark domains and good practice statements; an approach for evaluating foundations programs; a set of principles for good practice for evaluating the impact of foundations programs; case studies of different models of foundations programs; an online professional development resource[2] for people teaching foundations programs; and an online repository[3] for sharing resources used in foundations programs. Stage 4 involved the dissemination of the outcomes of the project and the sub-projects.

The intent was that the project and its outcomes would provide a shared set of understandings and resources to be used across the sector and developed in the future. A framework was articulated to promote sector-wide sharing of a set of expectations and understandings about the nature and role of foundations programs within university teaching and learning contexts. This is not intended to impose homogeneity across programs but to encourage strong collaboration and benchmarking. It is therefore recommended that the outcomes of the project are distributed widely and used by the foundations community, and that they continue to be enhanced and developed in future years.

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1. http://www.flinders.edu.au/teach/foundations/foundations_home.cfm
2. Pathe_ways at: http://www.flinders.edu.au/pathe/
3. http://aragorn.scca.ecu.edu.au/pathe/index.php

The following recommendations are identified in relation to the entire project and resulted from developing the various outputs and from discussions held during the 2009 Foundations of University Teaching Colloquium. It is recommended that:

- the foundations framework is utilised to support the future development of programs designed to prepare staff to teach in higher education and to reflect on the inclusion of elements in existing programs

- foundations programs be renamed so that the name is no longer confused with foundations programs designed for commencing undergraduate students

- staff who teach in these programs participate in appropriate professional development

- universities regularly benchmark their foundations programs against each other and/or against the programs outlined in the Models sub-project using the benchmarking criteria identified within the Benchmarking sub-project

- the impact of foundations programs is determined by drawing on relevant components of the impact evaluation model produced by this project

- the sharing of practice and resources is encouraged and that this becomes a regular activity at the annual Foundations of University Teaching Colloquia.

Introduction

This project aimed to produce a framework for foundations of university teaching programs which would benefit the sector by:

a. promoting a set of shared expectations and understandings about the nature of university learning and teaching, and

b. locating programs for academic staff who are new to teaching in higher education in that wider context.

Under such a framework, an academic recruited from another university will have some common understanding of core learning and teaching principles. In pursuing these objectives, the project did not seek to impose homogeneity amongst foundations programs but, rather, to encourage collaboratively developed perspectives.

For the purposes of this project, foundations programs are defined as "formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university" (Appendix 1, p. 65). Throughout this report the words 'foundations programs' are used to describe these programs that prepare staff to teach in higher education; however, a recommendation arising from the programs is to change this nomenclature.

The objectives of this project were to:

1. develop a framework that will promote sector-wide sharing of a set of understandings about the nature and role of foundation programs within university learning and teaching contexts

2. generate evidence-based information that intends to underpin and inform such a framework, in a way that recognises and takes account of disciplinary differences of language, expectations, learning environments, learning requirements and pedagogy

3. produce a credible, evidence-based resource suite of successful practices, models and resources for foundation programs that can be disseminated sector-wide

4. identify areas in which further development is needed to support, change and enhance existing practices within foundation programs

5. strengthen and contribute to the ongoing scholarship of higher education teaching and learning development, through the implementation of objectives 1−4 above.

This report describes the project, its aims and outcomes, presents the framework for foundations programs and the outcomes of the sub-projects, and makes recommendations for the future.

Project outline

The project aimed for sector-wide engagement, and was based upon a model of national collaboration across Australian universities using a distributed leadership approach in its design and implementation. This distributed leadership approach was selected for its capacity to draw on a variety of expertise across a range of contexts, to cultivate and coordinate key relationships across a number of institutions, and to facilitate outcomes that were representative of the sector as a whole. In order to identify, examine and promote those features that support effective outcomes, the project made use of and further developed the collaborative structures operating through the Foundations of University Teaching Colloquium network and included a wide range of people from different universities in the process.

The project was conducted in four stages, each with its own distinctive outcomes that informed the final outcomes of the project. Stage 1 involved an initial national and international scoping phase which included a mapping exercise and literature review. The feature of Stage 2 was the formation of the project sub-groups and the determination by those groups of what they needed to explore in relation to their own project and the outcomes they might identify or generate. Stage 3 focused on the work generated by each of the project sub-groups, and Stage 4 involved the development, dissemination and evaluation of a framework and the outcomes from the sub-projects.

It is important to acknowledge that this project drew upon existing concepts developed in the annual Foundations of University Teaching Colloquia. The foundations colloquium is an annual two-day meeting of academic developers and academic staff who are actively involved in the development and teaching of foundations programs. The first colloquium was held in 2002. The colloquium continues to provide opportunities for collaborative scholarship and dissemination of current and new practices relating to the development of teachers in higher education.

During 2006 the inaugural project steering group developed an initial proposal for discussion with the Carrick Institute of Teaching and Learning. During this time the importance of the project was reflected by interest across the sector supporting the proposal development. As an outcome of these original discussions seven research questions were developed.

1. What are the different approaches to the preparation of academics as they commence their teaching practice in Australian and international higher education?

2. How can the impact of foundations programs be evaluated?

3. What are the best conditions and models that produce the desired impacts on student learning, teaching-learning scholarship, teaching as leadership and institutional practice?

4. What are the best processes to support the dissemination of materials and practices across the sector and ensure the uptake and embedding of effective practice?

5. What are the resources and ongoing professional development requirements of those who teach in these programs?

6. What are the best induction processes to meet the teaching needs of academics at the time of appointment?

7. What should be included in national benchmarks for quality induction of academics to teaching and learning in Australian higher education?

In Stage 1, an initial survey was distributed to all Australian universities to identify programs that prepare academics to teach in higher education. The survey targeted staff in university teaching and learning centres and/or faculties or schools of education who had been identified through their participation in the Foundations of University Teaching Colloquium network. The survey report concluded that the broader, more general aims of most foundations programs could be summarised as:

> … to introduce academic staff to the principles, concepts and practice of teaching and learning in higher education and to provide them with the knowledge, skills and confidence to operate as effective teachers in a university setting and an informed foundation upon which to continue to develop their practice in their institutional context. (Appendix 1, p. 66)

Towards the end of Stage 1 at a special session offered at the Foundations of University Teaching Colloquium in 2007, participants engaged in discussions about the seven research questions.

As a result of these discussions, this list of seven research questions was reduced to five topics as a focus for Stage 2 of the project:

1. measuring the impact of foundations programs

2. identifying resources supporting foundations programs

3. meeting the professional development needs of those teaching in foundations programs

4. identifying models of foundations programs

5. benchmarking of foundations programs.

Colloquium participants were also asked to nominate if they were interested in working in one of these five sub-project groups. An expression of interest was sent out to all partner institutions calling for nominations. Groups were formed for each topic with a leader identified by the Project Steering Committee from those who had expressed an interest in being part of the sub-project phase.

The five groups formed from across the sector included 26 staff members from 19 institutions. Such a wide involvement of universities in this stage of the project assisted greatly in facilitating a sector-wide dissemination of the project and its outcomes. The Project Steering Committee's role in Stage 2 was to monitor and support these projects. It should be noted that during this time the membership of the Steering Committee was reduced to three people who provided leadership, advice and coordination of the sub projects.

In Stage 3 the sub-project groups investigated their particular area of interest, conducted literature reviews and produced resources, case studies or models to support the implementation of foundations programs. In Stage 4 the project was evaluated and the resources produced were disseminated and discussed within the foundations community.

Figure 1 reflects the complexity of relationships involved in the PATHE project. The Project Steering Committee, supported by the lead institution was central to the project. The sub-project groups, whose activities were overseen by the sub-project leaders were supported by one of the Project Steering Committee members and by the Project Manager. The project design also encouraged wide dissemination, monitoring and evaluation of outcomes through communication with a range of stakeholder groups, including the deputy/pro vice-chancellors (academic), professional associations and the Foundations of University Teaching Colloquium network.
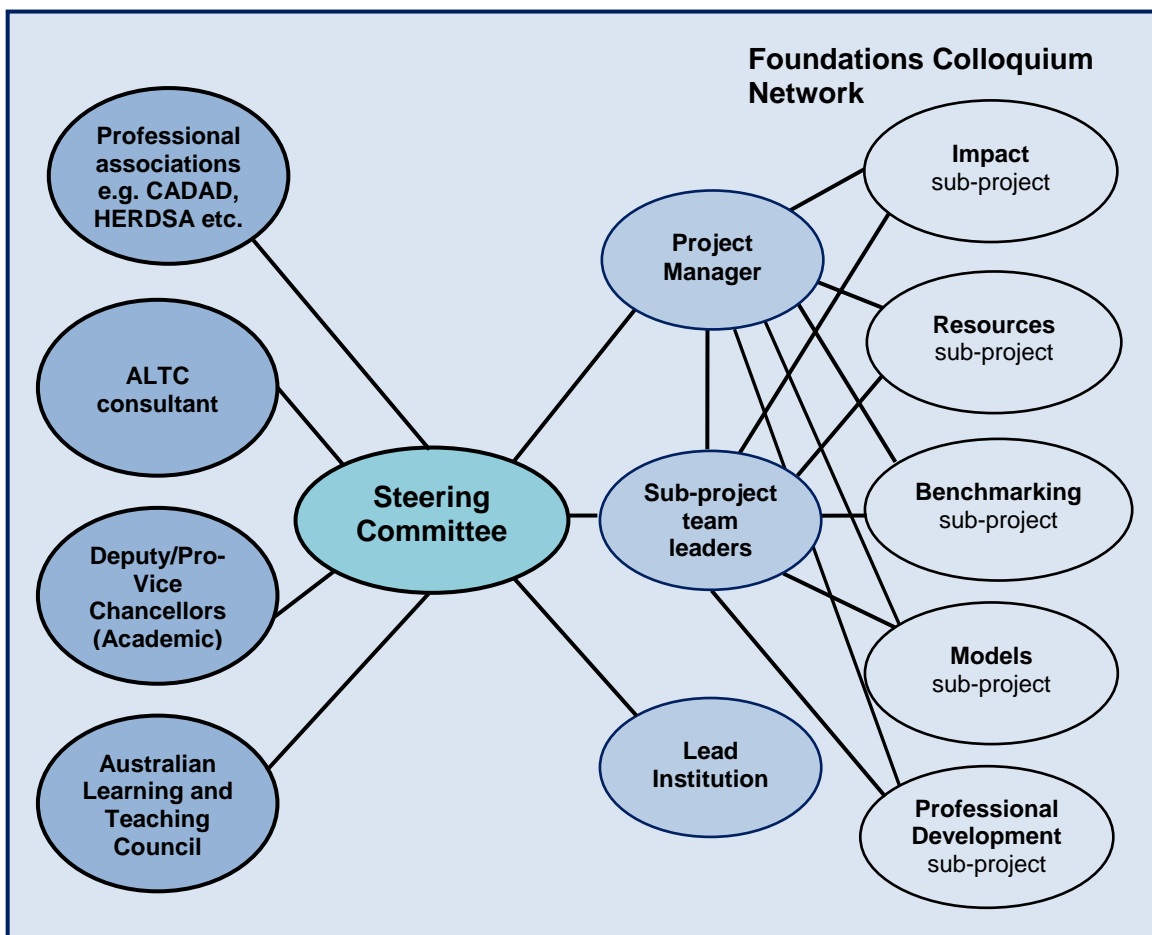
Figure 1. Relationships within the PATHE project

Reports and facilitated discussions were presented to each foundations colloquium and to the key stakeholder groups. The Project's Steering Committee was conscious of the need to keep the Foundations of University Teaching Colloquium community informed about the project's progress. Reports on Stages 1 and 2 were presented to the annual foundations colloquia in Melbourne in 2007 and Townsville in 2008. In 2009 the Foundations of University Teaching Colloquium in Adelaide was hosted by the Project Steering Committee and featured reports on the outcomes of the sub-project groups, as well as a formal reporting process and discussion about the outcomes of the project. In addition, a survey of participants at the Foundations of University Teaching colloquium was undertaken and the results were reported to the participants.

Factors critical to the success of the project

A number of factors were identified as critical to the success of the overall project and the completion of the individual sub-projects.

- The steering committee worked collegially within the sector and with other academic developers particularly with the Foundations of University Teaching Colloquia.

- The distributive nature of the design of the project and the focus on teamwork and team leadership amongst the Project Steering Committee, Project Manager, the sub-project groups and their leaders was a key factor.

- There was a strong, demonstrable commitment to and belief in the need for the project by the Foundations of University Teaching Colloquia community and those involved in the project, in particular the project's sub-groups who worked hard with minimal funding.

- The commitment by the Project Steering Committee to the scheduling of face-to-face meetings throughout the life of the project facilitated the growth and development of trust between individuals and a sense of 'team' developed over time between the Project Steering Committee and project manager.

- The provision of opportunities for individuals within universities across Australia to engage with the different sub-project groups, supported by their institutions, provided the opportunity for greater engagement and broader dissemination across the sector.

- The participants strove to ensure communication and flexibility throughout the life of the project. Members of the Steering Committee and sub-project groups were drawn from universities in six states and three time zones. Effective communication included face-to-face meetings, teleconferencing and email exchange. At times meetings needed to occur outside normal working hours, with extra meetings scheduled and deadlines extended to ensure full participation from all project members.

- The provision of the Steering Committee liaison role, particularly in stages 2, 3 and 4 meant that sub-project leaders were supported within the project and could work with someone from the Steering Committee who had oversight of the entire project. Concerns regarding duplication of effort between teams were addressed through communication at and between the face-to-face meetings of the sub-project leaders.

- Good time and project management throughout the project ensured a logical sequence of activities.

- Involvement in the annual Foundations of University Teaching Colloquia, Higher Education Research and Development Society of Australasia (HERDSA) conferences and the International Consortium of Educational Development (ICED) conferences enabled participants to receive critical feedback.

- The project website provided a central point for dissemination of information on the project's progress and completed reports.

Factors impeding the success of the approach

Other significant factors challenged the success of the project over the three years of its operation. During the project at least 12 participants (including members of the original Project Steering Committee and at least three sub-project leaders) changed roles or were in the middle of large organisational restructures which impacted on their participation in the project. The ability of other members of the Steering Committee to take on more responsibility and of other participants in sub-project groups to step in and take over the leadership of some of the sub-project groups ensured the progression of the project to its completion.

The geographic dispersal of participants and their location within various institutions utilising different information and communications technology led to occasional difficulties in sharing resources. An agreement to use one communication technology and have all participants trained in its use, or the earlier availability of resource-sharing technology through the ALTC, would have been a huge help to the project, as it would have saved time and reduced concerns about exchanging files and information by email. While it was not possible to use common file-sharing technology within the PATHE project, the lesson is a valuable one for participants working on future projects.

Time and resource limitations reduced the number of face-to-face meetings possible for each sub-project group, which was seen as a problem by some of the sub-project leaders.

Background literature

The review of the literature that underpinned Stage 1 of the project focused primarily on journal articles, government reports and books published after 2000 which identified and considered *good practice* methods in preparing new academic staff for their teaching role. Most of the literature explored related to practices in Australia and the United Kingdom.

The literature review examined causal factors relevant to the success of foundations programs, the perceived importance of initial teacher development programs, and teaching professionalism including the teaching quality agenda and accreditation of teachers. Different types of programs and courses were also examined, such as induction programs, mentoring programs, programs for teaching assistants, short courses and graduate certificates. Teaching models and methods, course and program evaluation processes, and challenges inherent in getting staff to attend foundations programs were also addressed in the review. The literature examined for the review illustrated that improvement in the preparation of university teachers is an important issue in many universities.

Overwhelmingly, the literature pointed to the importance of foundations programs for a variety of reasons. These included the changes that are occurring in higher education as a result of technological advances, increasing student attendance at universities, and an expectation that universities should be more accountable to funding bodies and other stakeholders (students, parents, employers, etc.). This accountability encompasses a quality agenda which encourages the professionalisation of university teaching staff through participation in accredited courses and programs. While the need for professionalisation remains contested by many, academic staff courses and programs continue to be developed.

The varieties of foundation programs embrace numerous theoretical frameworks and pedagogical practices. The differences between them include a range of sometimes contradictory or conflicting outcomes which make it difficult to compare programs and determine their effectiveness. Evaluation of programs across institutions to determine whether the student learning experience is improved as a result of staff participating in them is therefore complex.

A range of other issues impact on participation in foundation programs designed to support academic staff who are new to teaching. One of these issues is the value placed on teaching within university faculties. There is less likely to be positive outcomes from participation in foundation programs where programs are not supported through workload allocation, where the culture within academic departments does not support the learning that has occurred on the program, and where there is an absence of opportunities for participants to discuss what they have learned with other staff.

The literature review indicates that the research questions identified in the project proposal are relevant and important and all require further exploration. McLoughlin and Samuels (2002) suggest that research must inform the way that academic development occurs. It is recommended that further research is conducted in relation to all of the research questions raised within this report so that the project's aim to "improve the student learning experience through improvement in the preparation of university teachers" may be achieved.

Sub-projects

During Stage 2 of the project, five sub-project groups were established. Each sub-project focused on one of the key areas identified:

- benchmarking
- evaluating impact
- models
- professional development
- resources.

This section of the report summarises the outcomes of each of these five sub-projects encompassing Stages 2 and 3 of the project. A full copy of the sub-project reports is available on the PATHE website and some of these outcomes are included as appendices to this report.

Benchmarking

The sub-project Principles and Practice of Benchmarking in Foundations Programs was developed as a three-part project.

Background paper

The first part was the production of a background paper reviewing current benchmarking practices in the higher education sector, both nationally and internationally (Appendix 3). This paper concluded with five recommendations which shaped the future of the sub-project.

1. Utilising sector benchmarking (Woodhouse, 2000), partners should come from within the higher education sector and work together on the process (members of the sub-project team).

2. The project should adopt the philosophy of the 'tuning' process where the goal is to achieve points or reference, convergence and common understanding, rather than uniformity (Gonzalez & Wagenaar, 2003).

3. The aims of the project will be met best by the development of an ideal standards model based on idealised best practice (Schofield, 1998). However, in the context of benchmarking foundations programs, we recommend modifying this to good practice statements or standards.

4. The guidelines developed by the Australian Council of Open and Distance Education (ACODE) for their benchmarks should be adopted as the process for the benchmarking of foundations programs hence ensuring quality assurance and quality enhancement.

5. Statements of good practice should be developed with performance indicators informed by a meta-analysis of data collected relating to foundations programs in Australian universities.

Developing benchmarking criteria

The second part of this sub-project commenced with a systematic meta-analysis of data on foundations programs across Australia. This analysis identified the key elements, or points of commonality, of foundations programs which could form the basis of criteria for benchmarking.

The next critical step was convening a workshop with some project partners (Macquarie University with the University of Canberra and Flinders University) to develop the criteria further. At this workshop key decisions were made about Foundations of University Teaching benchmarks. Partners determined that the criteria could be grouped under conceptual themes, with four principle domains and accompanying statements of good practice (Table 1). The adoption of the term 'good practice' was in response to recommendation 3 above. The statements of good practice drew upon the earlier work of the Australian Council of Open and Distance Education's (ACODE) benchmarks for e-learning in universities (ACODE, 2007), directly addressing recommendation 4 above.

Following the workshop, all criteria and their standards were fully drafted by the Macquarie team before being distributed to the sub-project team for feedback. The subsequent feedback from the University of Canberra and James Cook University was incorporated in the benchmark document. Guidelines to support the enactment

of the benchmarking process were also drafted and have been included in full as Appendix 4. The design of these guidelines incorporated recommendations 1 and 2.

Table 1. Benchmark domains and good practice statements

Benchmark domain	Good practice statements
1. Strategy and policy governing foundations programs	The institution dedicates an appropriate level of resources to support of the foundations' programs and embeds them in institutional policy and strategy with clearly expressed expectations about: ▪ who should attend ▪ benefits of attendance ▪ links to career progression ▪ links to good teaching ▪ resourcing.
2. Curriculum and content	The program has a clearly articulated philosophy, conceptual framework and/or rationale which is based in pedagogical theory. This is consistent across aims, learning outcomes, content, assessment and delivery of the program. The program is sufficiently flexible to meet the needs of a diverse range of participants.
3. Program structure	The program is offered in a way that meets the needs of the participants. Program length is sufficient to address key learning and teaching issues as evidenced by a rationale that shows the issue has been considered, and the decision is a response to organisational needs.
4. Quality assurance	The program is taught by suitably qualified staff and subject to a regular process of quality assurance and enhancement.

Each of these domains has been elaborated in detail with specific criteria and expectations across four levels. Full details of the elaborated table are given in Appendix 4.

A decision was reached to adopt the term 'criteria', instead of 'indicators', to align better with emerging practice, for example, the ALTC Teaching Quality Indicators project (2008) which uses the term 'criteria'. The term 'criteria' is also in common use in other academic contexts, for example, assessment, and therefore this conceptualisation is familiar to the academic community.

Piloting new benchmarking criteria

In the third part of this sub-project an original project goal of piloting the new benchmark criteria and standards was achieved. While the original plan had been to benchmark the foundations programs of two Australian universities, with an extended timetable and reciprocal site visits, circumstances dictated a more concentrated time frame and process to ensure that the sub-project was completed on time.

Another adjustment to the process was the involvement of three universities (instead of the two originally proposed) to accommodate the desire of project team members to participate in the benchmarking pilot.

Team members from the three universities – University of Canberra, James Cook University and Macquarie University – met over two days. Each institution had previously reviewed the benchmarking criteria and gathered and prepared the sources of evidence that would inform the assessment of each criterion of the benchmarking process.

There was a dual purpose to this process. The first was to review the criteria and standards to ensure that they were relevant and comprehensible. Second, each institution benchmarked their foundations program against each criterion, assessing the appropriate standard. This exercise is an example of sector benchmarking carried out for the purpose of quality enhancement.

As a follow-up action, each institution committed to formally documenting the results of this exercise, including recommendations for future strategies and action plans to enhance the quality of their foundations programs. Reports were exchanged between the participating universities.

Summary

The outcomes of the Benchmarking sub-project group include a detailed background paper reviewing current higher education benchmarking activities (Cameron et al., 2008), identification of four domains that can be used for benchmarking Foundations programs, and a set of guidelines and considerations for putting these into practice. These processes have been trialled with three universities – Macquarie University, University of Canberra and James Cook University – and it is anticipated that these benchmarking activities will be adopted more widely by the Foundations of University Teaching network.

Evaluating impact

The *Impact* sub-project group addressed the question: How can the impact of foundations programs be evaluated?

The intention of this sub-group was twofold:

- to define impact within an understanding of evaluation in multiple contexts and approaches to foundations programs, rather than undertaking a survey of practice to determine 'impact'

- to develop a set of principles to inform the design process and develop a model for evaluation, with associated resources and annotated case studies (from practice and literature) to enable those staff who teach in foundations programs to develop and employ strategies to investigate the impact of their particular foundations program, in their particular context, for their particular purposes.

A detailed report for this sub-project group is available on the PATHE website. Key points from the report summarised in this section include evaluation design principles, a suggested approach to evaluating foundations programs, and principles of good practice. The basis for this summary is presented in Appendix 5.

Defining 'evaluating impact'

The term 'evaluation' is used in different ways and across different disciplines and is often defined quite narrowly to reduce scrutiny of its multiple purposes. Evaluation shares an intellectual space with notions of quality, monitoring, auditing and continuous improvement.

To define the broad concept of evaluation, its purposes and processes must be examined. Scriven (1991, p. 139) defines evaluation as:

> the process of determining the merit, worth, or value of something, or the product of that process … to define this worth or value against a set of standards by which judgment can be made.

Evaluation is a process that is observable, quantifiable and provides objective indicators of that which is being evaluated and the difference it appears to be making in the lives of participants (Patton, 1997). Greene (2002, p. 2) further defines evaluation as social inquiry where:

> it is at least partly constitutive of the context in which it takes place, particularly of the organisational and interpersonal relationships of power, authority, and voice in that context.

Mark, Henry and Julnes (2000, p. 3) offered a broader definition of evaluation whereby it:

> … assists sensemaking about policies and programs through the conduct of systematic inquiry that describes and explains the policies' and programs' operations, effects, justifications, and social implications … The ultimate goal of evaluation is social betterment.

Design principles for evaluating the impact of foundations programs

Impact evaluation is one form of evaluation that focuses on desired change, including interventions and strategies. In the literature the lack of impact evaluation is a recurrent theme. Yet its importance cannot be underplayed. Although most academic development professionals value the importance of monitoring their program's impact, systematic evaluation is not common, and often relies only on inference measures such as the extent of participation and satisfaction. The Foundations of University Teaching model for evaluation can serve as an audit tool to situate current practice or to guide thinking and planning for new evaluation programs.

Seeking to understand the impact of foundations programs on the experience of beginning university teachers who attend as participants is complex. A number of projects have scrutinised practice in Australia and New Zealand (Clarke, 2006; Dearn, Fraser, & Ryan, 2002; Fraser, 2005; Prebble, Hargraves, Leach, Naidoo, Suddaby, & Zepke, 2004) and the United Kingdom (Gibbs, 2006; Knight, 2006; Prosser, Rickinson, Bence, Hanbury, & Kulej, 2006), including accredited and non-accredited courses based on a range of models of participation of beginning university teachers. Extending the sphere of investigation to examining the impact on the experience and learning of these teachers and their students, school and faculty, requires some clever and strategic thinking and designing, to enable potentially valuable collection and interpretation of evidence.

A model for evaluating the impact of foundations programs

One primary purpose of foundations programs is to improve university teaching early in the career with intended subsequent benefits in improving student learning. There are at least three intersecting contexts of operation, as illustrated in Figure 2.

1. Foundations of University Teaching teachers and participants in the foundations program

2. Foundations program participants and their students, in their practice, in their particular context

3. Impact upon teaching and learning across the institution and sector.

This sub-project report has produced a model for evaluation for foundations programs that spans these three contexts with relevant purposes and foci for each. Through investigation of this framework, either as a practice audit, or an initial planning tool, it is intended that users may begin to 'name and frame' their conception of evaluation for their foundations program. It is intended that this framework will enable evaluators to:

- more clearly reveal and articulate their evaluation purpose and focus

- identify and situate their present practice across the three contexts

- revise or augment their evaluation practices, congruent with their intentions, priorities and values associated with their particular foundations program, stakeholders and context.

The Foundations of University Teaching Model for Evaluation (Appendix 5) focuses on three contexts:

- **Primary Context:** the teaching and learning context where the Foundations of University Teaching teachers and the participant engage
- **Secondary Context:** the teaching and learning context where the participant and their students engage
- **Tertiary Context:** the higher education, professional or discipline field or context where the participant is based, at levels from local to global.

In this context, *Student* refers to university students who enrol in courses offered or convened by the foundations program participant; *Participant* refers to the teacher of university students who is enrolled in a foundations program; and *Foundations of University Teaching Teachers* refers to the teachers or presenters who are offering the foundations program.

Tertiary

Student

Secondary

Participant

Primary

Foundation of
University Teaching
Program Teachers

Participant's di**scipline,
local to global context**
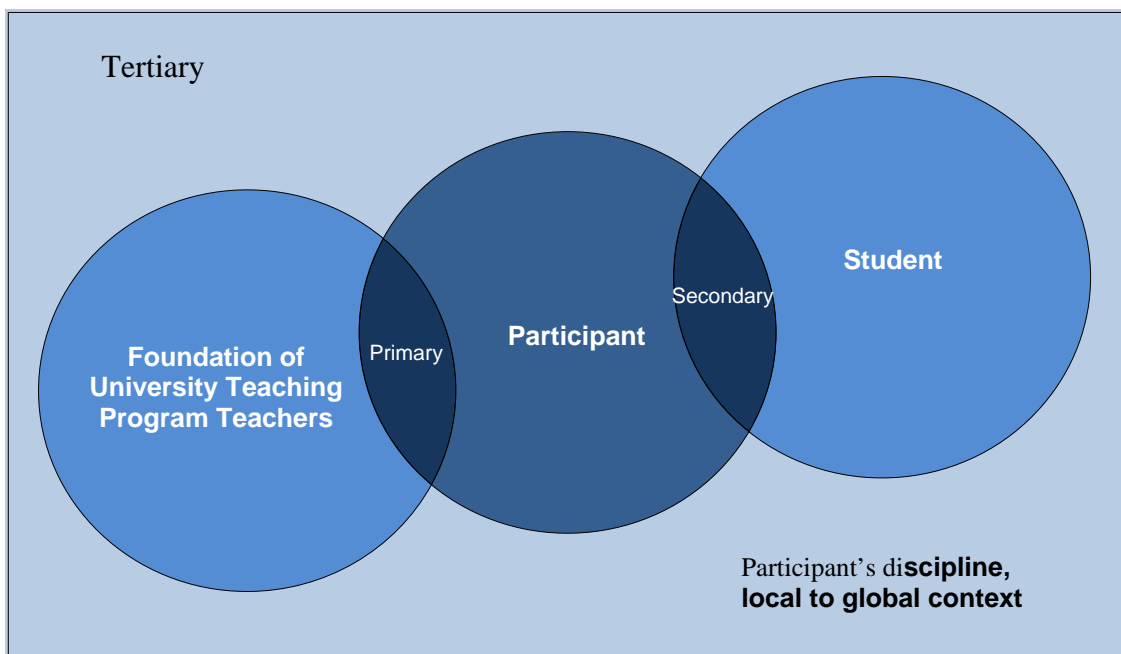
Figure 2. The Foundations of University Teaching Evaluation guidelines

Taking the approach of a portfolio of evaluation studies over time may be a useful approach for foundations program evaluation in the higher education context, where one study would have particular purposes, foci and contexts, then the next study may repeat or change the whole or elements of the study, enabling incorporation of other stakeholder perspectives and value sets.

Designing evaluation of foundations programs: principles for good practice

In conjunction with the Foundations Model for Evaluation, four principles were elaborated (Appendix 6) that will enable foundations teachers to develop and knowingly employ strategies to investigate and characterise the impact of their particular programs, in their particular contexts, for their particular purpose.

- Principle 1: Design evaluation with deliberate and specific intent
- Principle 2: Gather credible, relevant and valuable evidence
- Principle 3: Embed evaluation in learning experiences
- Principle 4: Close the loop: feedback, feed-forward and feed-into learning from evaluation into the foundations program.

Summary

1. Users are advised to 'name and frame' their conception of evaluation for their foundations program using the foundations model for evaluation, as a practice audit, or an initial planning tool. This investigation will then enable foundations evaluators to:

   - more clearly reveal and articulate their evaluation purpose and focus
   - identify and situate their present practice across the three contexts
   - revise or augment their evaluation practices, congruent with their intentions, priorities and values associated with their particular foundations program, stakeholders and context.

2. Good practice in evaluating foundations programs, across the three contexts, primary, secondary and tertiary, of the foundations model for evaluation, incorporates the following approaches to evaluation:

   - design evaluation with deliberate and specific intent
   - gather credible relevant and valuable evidence
   - embed evaluation in learning experiences
   - close the loop: feedback, feed-forward and feed-into learning from evaluation.

Models

This sub-project aimed to identify different models of foundations programs, and to describe features of these models, particularly in terms of what made them both effective and efficient in terms of meeting their goals.

Once the constituent elements of a conceptual outline to describe models of foundations programs were identified, this sub-project sought to describe a range of typical models of foundations programs and establish, with the assistance of a stakeholder group, which model/s is/are likely to be most effective and efficient.

In the first part of the sub-project, a research assistant was employed to summarise the existing data with a view to finding characteristics that assisted in developing and describing different models (Brown, Martens, & Calma, 2009). From this work, the project team developed an overarching visual representation to identify key elements of different models (Figure 3).

The second part of the Models' sub-project collected case studies of good practice from across the Australian higher education sector, in order to illustrate the range of models currently used. A case study approach was chosen to enable the constituent elements identified in the models' outline to be explored in context. The collected case studies then formed the focus of a roundtable discussion held with a representative stakeholder group chosen from across the sector, with respect to elements of foundations programs that would contribute to effectiveness and efficiency.
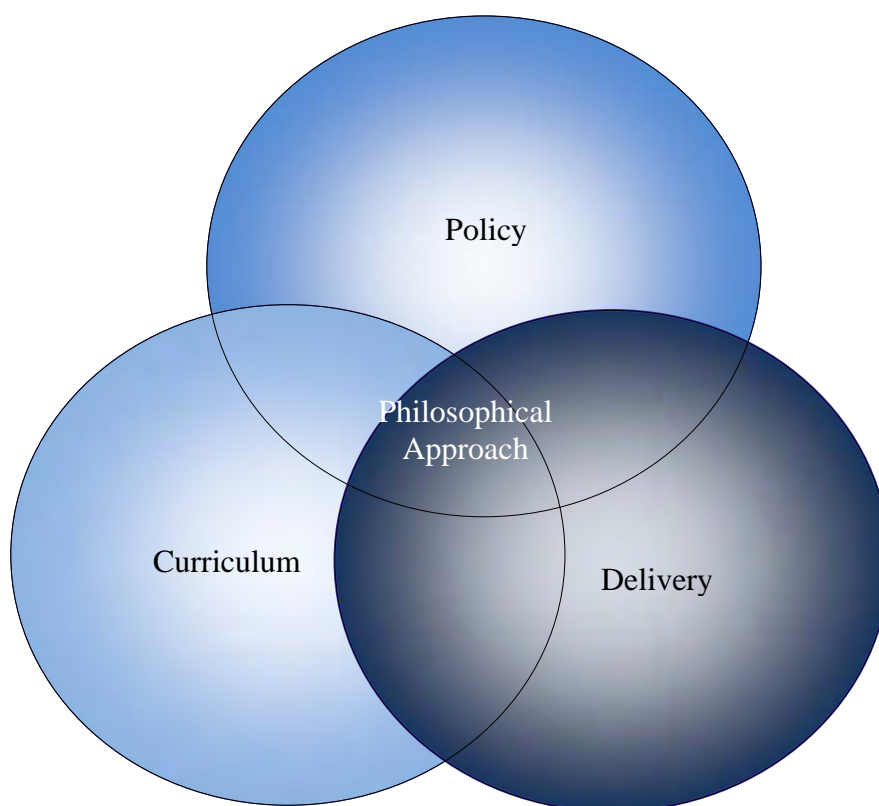
Figure 3. Elements of a model for foundations programs

Five case studies were written to represent the variation found in foundations programs currently offered in Australian universities. The case studies were chosen to represent good practice models within a range of contexts. They can be accessed from the PATHE website and have been included as Appendix 7. These case studies were then used as data for a group of stakeholders who identified the characteristics that comprise good practice to feed back to the overarching PATHE project.

A key to the methodology was the use of case studies, chosen because the models of foundations programs adopted by institutions across Australia are diverse and contextualised. The case study approach is suitable for investigating the phenomenon of preparing academics to teach in higher education "within its real-life context: when the boundaries between phenomenon and context are not clearly evident" (Yin, 1984, p. 23) and therefore "has the potential to give an insight into the context of a problem as well as illustrating the main point" (Fry, Ketteridge, & Croft, 1999, p. 46).

Identification of programs for case studies

It was desirable that foundations programs selected for case studies should be representative of different features of the elements of the model (Figure 3). Specifically, the following features were identified as being important to include, recognising that individual cases may meet more than one of these:

- a program offered in a multi-campus university of both fully online and face-to-face delivery of programs that articulate into, and stand alone from, a graduate certificate
- representatives of programs that are mandated and voluntary
- representatives of programs that are formally assessed and assessed by attendance.

Writing case studies of good practice

Nominated staff were contacted and interviewed by members of the sub-project team. From the interview data, de-identified case studies were constructed using the pre-determined pro forma. The pro forma included a synopsis of the case, and then outlined the context prior to addressing each of the elements in the conceptual outline – delivery, policy curriculum and philosophical approach. The pro forma also included a short summary of how the program was evaluated for effectiveness, and the best features and challenges of the program according to the interviewee. The case studies were subsequently returned to the interviewees for any corrections and clarifications and final approval.

Stakeholder roundtable

A group of 10 stakeholders from the higher education sector was invited to give a commentary on the case studies in a roundtable meeting held in Hobart in June, 2009 with the sub-project team members. The attendees at the roundtable were purposefully selected to enable a range of stakeholder views on the case studies and on what contributes to the effectiveness and efficiency of foundations programs.

Prior to attending the roundtable, stakeholders and the sub-project team received a summary of the project, the model, with explanation, and a copy of the five de-identified case studies.

The stakeholders' roundtable was constructed so that participants engaged in three successive activities aimed at drawing out specific features of the programs that made them efficient and effective. The data collected from this activity was treated in its entirety (i.e., the views of individual stakeholders have not been considered separately) consistent with a shared values methodology.

Case studies were reviewed in order to address the research questions:

- What are the characteristics of effective foundations programs?
- What makes them effective?
- What makes them efficient?

Results and discussion

Five case studies were constructed from the interview process outlined in the previous section. The case studies included programs that illustrated fully online, fully face-to-face and blended delivery; short block-taught and extensive 18-month programs; and programs with formal assessment and those with attendance requirements only. The only consistent feature of the programs was their mandatory nature, at least for commencing academic staff of level C and below. This section summarises the range of programs chosen, with reference to the three research questions above.

Policy

All foundations programs chosen as case studies were mandatory for commencing academic staff at Level C and/or below (see Table 2). Indeed, the sub-project team was unable to find an example of an institution where the program was voluntary. This appears to indicate a strong move within the sector to mandate foundations programs as identified by Goody's survey report (Appendix 1), and suggests an increasing focus on the importance of learning and teaching across the sector as previously reported by Ramsden (2003).

Table 2. Summary of policy element for case studies

Policy summaries	
Case 1	Probationary requirement for new staff, not available for sessional staff, time allocation school specific
Case 2	Mandatory, time relief provided, sessional staff can complete if places available
Case 3	Mandatory, no time relief, sessional staff may enrol
Case 4	Mandatory for all new staff up to Level C, no time relief, open to PhD students and sessional staff
Case 5	Mandatory for full time and sessional staff on their second consecutive contract, time relief provided

With respect to the involvement of sessional staff, three programs allowed participation providing places were available. In one case, sessional staff were not able to participate, but a different type of program tailored more specifically to their needs was offered. Two other institutions also noted that although sessional staff could attend the foundations program, other programs were specifically targeted for this group. One case exemplified a policy of mandating foundations programs for sessional staff in their second consecutive appointment (although they were unable to attend in their first appointment). It should be noted that, in this case, this policy was supported by the payment of sessional staff to attend the program.

In light of the findings of the recent RED (recognition, enhancement and development) report (Percy et al., 2008), specifically that support for sessional teachers is 'still largely ad hoc' and 'professional development rare' (p. 11), the institutions in these case studies appeared to be demonstrating good practice. Even in the case where sessional staff were unable to participate in the formal foundations program, an alternative program for induction into teaching was specifically targeted at sessional staff.

The allocation of time relief for those completing foundations programs varied between institutions. It was not provided in the two institutions that delivered short (2.5 or 5-day) intensive programs during the semester break. However, an ongoing program over one or two semesters was factored into the workload. Allocation of time for staff completing the online program, designed to be flexible and fit better with other commitments, varied from school to school.

Delivery

The case studies demonstrated a range of delivery patterns. Four of the five involved primarily face-to-face delivery, with the fifth fully online (Table 3). Three of the cases including the online delivery program incorporated tasks that were completed over the course of a full semester, with in-built flexibility for staff with teaching commitments. Case Study 4 illustrated an intensive program that was delivered in five consecutive days, involving discipline-based academics as panel members and opportunities to engage in micro-teaching tasks.

Table 3. Summary of delivery details for case studies

Delivery	
Case 1	Fully online, one semester duration
Case 2	Face-to-face supplemented with independent work over 2-3 semesters
Case 3	Face-to-face for 2½ days (and opportunities to make up) over one semester
Case 4	Face-to-face for 5 days on main campus, out of semester time
Case 5	Face-to-face for 2 days with out-of-session tasks, one semester duration (online option available)

With the exception of the online program, all were delivered by an academic development unit. The online program was delivered through a newly formed organisational capabilities unit that incorporated professional learning in teaching

and learning, research and areas formerly undertaken by the Human Resources Department.

Curriculum

Despite the differences in delivery and structure, the curriculum content had many similarities (Table 4). A focus on student-centred learning came through in all the case studies and this included emphasis on engagement and interactive teaching and learning. All programs provided opportunities for participants not only to have interactive teaching modelled to them, but for them to engage in this through micro-teaching or through sharing and discussing teaching activities. In this way, the selected cases all demonstrated a focus on the learning experience rather than solely on the performance of the teacher. This has been recognised as critically important (Gibbs & Coffey, 2004; Stes, Clement, & Van Petegem, 2007) and reflects a move away from providing 'tips and tricks' of teaching (Dearn et al., 2002; Rust, 2000). Curriculum design, in particular constructive alignment (Biggs, 2003), was commonly included, as was a focus on assessment for learning.

Table 4. Summary of the curriculum element in the case studies

Curriculum summaries	
Case 1	Students and learning, curriculum, assessment for learning
Case 2	Interactive teaching, learning and assessment, peer review, negotiated project
Case 3	Student engagement, student learning, course design, university policies, recognition and reward, peer review of teaching
Case 4	Student learning and engagement; planning for learning and assessment, developing learning and teaching activities, assessment, reflective practice
Case 5	Constructive alignment, scholarship of teaching and learning, research supervision as teaching

The importance of reflective practice was clearly embedded in the majority of cases, together with encouragement to collect evaluative evidence of teaching and learning practice. In several cases this was also modelled through the assessment requirements, requiring either a teaching portfolio or the completion of reflective tasks. The two cases incorporating peer observation had developed this notion further. The work of Schön (1983, 1987) has been heavily drawn upon, and has been previously recognised in Australian and United Kingdom approaches to teacher education (Appendix 2).

Although evident in all cases, the scholarship of teaching and learning was explicitly developed in Case Study 2, where the final module encourages participants to present their work at a teaching and learning conference or in a journal.

The case studies also included either explicitly or implicitly a networking component with other colleagues from within the program or from faculties and central units. Indeed, in Case Studies 3, 4 and 5, networking with colleagues was identified as one of the best features of the foundations program.

Inclusion of university policies and procedures, particularly with respect to teaching and learning, was embedded in each case study. Interviewees made reference to the importance of modelling university policy in the design and delivery of the program.

Philosophical approach

Different philosophical approaches were reflected in the delivery, curriculum and policy elements of the foundations programs for each institution (Table 5). Perhaps the most obvious example of this is Case Study 1, where the institution has a focus on student-centredness and flexibility in course delivery. The foundations program has similarly adopted a flexible delivery approach utilising online delivery. This has a dual purpose: firstly to model the philosophical approach of the institution and to send a clear and consistent message to academic staff and secondly, because staff cannot help but engage with the online environment, they gain experience and can develop skills in and understand online learning. The importance of up-skilling staff in this area has been noted by several authors (Fraser, Dearn, & Ryan, 2003; McLoughlin & Samuels, 2002) and is certainly pertinent in an institution where online delivery is prevalent.

In Case Study 1, by positioning participants as online learners, the Foundations of University Teaching program further models the underpinning philosophy of adopting a learning paradigm rather than an instructive one. Similarly, the inclusion of online discussions and reflections on experience and a portfolio for reflection models a commitment to ongoing reflective practice.

In Case Study 2, the design of the program – extending to two or three semesters, and incorporating peer observation and a negotiated project – can be seen to model the underpinning principles of experience-based learning, reflective practice, collegiality and scholarship. The integration of the program into the work practices of participants is also seen as important, and as adding to the relevance of the program.

Table 5. Summary of the philosophical approach in the case studies

Philosophical approach	
Case 1	Alignment with the university's goals – Student learning paradigm (rather than instructional), constructive alignment, flexible learning, reflective practice – modelling
Case 2	Experience-based learning and reflective practice, collegiality and scholarship – work-integrated
Case 3	Introduction to teaching and learning in higher education, focus on student learning, modelling of practice and reflection
Case 4	Student-centred, scholarly practice and enquiry, commitment to diversity, authentic contexts, cross-disciplinary communities of practice
Case 5	Addressing university policy in teaching and learning (including graduate qualities, flexibility and commitment to diversity), establishing university culture, constructive alignment

In Case Study 3, the stated philosophy is providing a basic introduction to teaching in higher education, with an emphasis on student learning. This is reflected in the delivery of a short, intensive program that is mandatory for staff. Inclusion of half a day in faculties that incorporates micro-teaching, and begins to develop a discipline-based community of practice, provides an opportunity for extending the introductory program through disciplinary networks.

In Case Study 4, a number of principles have been articulated, including student-centred learning, development of scholarly practice, recognition of diversity and prior experience, and collaborative learning. The five-day intensive program has been designed taking into account these principles with opportunities for exploration of a range of teaching contexts, and the inclusion of discipline-based colleagues in the delivery of the program.

Case Study 5 describes a commitment to constructive alignment between graduate qualities, learning outcomes, teaching, learning and assessment, which is taken into account in the design of the program. The program also reflects attention to university policy, the teaching and learning framework and the institutional commitment to diversity and flexible pathways. The program encourages sharing and discussion of teaching experiences in a variety of contexts, group work activities, the inclusion of an online option for staff who are unable to attend face-to-face sessions and a choice of out-of-session tasks.

In summary, the philosophical approaches are once again representative of the range of foundations programs offered in the higher education sector. In terms of the categories of models according to theoretical frameworks discussed by Gilbert and Gibbs (cited by Rust, 2000), these programs, although they have elements of behavioural change are more closely aligned with student learning and reflective practice philosophies.

Table 6. Group responses to purposes of foundations programs

Group summaries

Group 1	Build relationships
	Orient staff to their specific institutional context
	Develop reflective practitioners
	Embed a student-centred approach
Group 2	Open the door to bigger concepts, language and literature on teaching and learning
	Develop cross-disciplinary networks
	Give time to focus on teaching and learning
	Develop skills and knowledge
	Be exposed to new and innovative and best practice in teaching and learning

Table 6 continued

Group summaries	
Group 3	Develop collegiality, networking, and a gateway to the teaching and learning centre
	Prepare academics emotionally, practically and theoretically for teaching
	Introduce participants to education as a discipline
	Meet external and internal criteria – for example probation, promotion and eligibility for grants and funding
Group 4	Put in place processes to enable formal, informal and continuing collaboration, both online and face-to-face
	Give people the tools to use in their teaching practices
	Model good practice with explicit references to literature and research-based teaching
	Embed learning tasks in own practice

Although each group identified different purposes, a number of synergies emerged from the discussion from which four main themes could be distilled:

Theme 1 – **Embedding a student-centred approach to teaching**

This can be achieved through modelling, introduction of best practice methodologies, and enabling connections to be made with academic's own context.

Theme 2 – **Encouraging a scholarly approach to teaching**

This is achieved through introducing academics to the body of literature on teaching in higher education and the practices of scholarly teaching including the importance of reflective practice.

Theme 3 – **Networking and relationship building**

This is achieved through developing a sense of collegiality across disciplines and the institution, and building relationships with colleagues in schools and central units.

Theme 4 – **Orienting staff to their institutional context**

This is achieved through introducing staff to philosophical approaches of the institution and introducing relevant policies and procedures (including promotion, awards and grants).

In considering the third question, "How can we promote efficiency in a foundations program?" the stakeholder group believed that efficiency and effectiveness were intertwined, and many of the points raised in answer to the second question could be extended to the promotion of efficiency. In essence, there was consensus on the most efficient mode of delivery for such programs being short, intensive face-to-face sessions. However, participants also saw the benefits of offering the program as more than one of these intensive sessions, over an extended period of time, to allow reflection and to build a learning community. Indeed, provision of ongoing opportunities for social networking and professional development was considered highly valuable even after the completion of a foundations program.

A second key to efficiency was seen in programs having multiple purposes and synergies. Therefore, while an understanding of student learning and skill development in teaching is important, there should also be reference to probation and academic promotion requirements. The group also believed that it is important to recognise the different experiences and contexts of participants, so context-specific pathways or negotiated elements should be provided. This can avoid the criticism sometimes levelled at professional learning programs of being too broad, and ineffective through a 'one-size-fits-all' approach (Fleming, Shire, Jones, McNamee, & Pill, 2004).

In considering the case studies the stakeholder group clearly saw the institutional context as shaping the design and delivery of the programs. This affirmed the sub-project group's decision to represent models with context clearly articulated. The group also noted that taking into account context, each of the case studies had addressed the underpinning principles that were decided upon by the group in the earlier session.

In terms of effectiveness and efficiency, a number of features in the case studies drew the attention of the stakeholder group. Delivery of a fully online program was seen as being a very efficient mode of delivery. Although this ran counter to their previously stated assertion that face-to-face interaction was necessary, the group conceded that the online discussions could build networks and well structured tasks could enhance collaboration. It was also seen as a viable option for institutions with offshore or geographically separated campuses.

Flexibility in the provision of programs was acknowledged as a key advantage to the fully online program, but was also seen to be demonstrated by the provision of several offerings during a year (Case Study 3), and an online option (Case Study 5, and in development in Case Study 2). The ability of participants to negotiate content through selection of tasks or completing a negotiated project was also seen as catering for differing needs of the cohort.

While short intensive sessions were seen to be effective in terms of resourcing, and were identified in the early discussions as being an effective mode of delivery, on consideration of the actual case studies the stakeholder group put forward some questions. These included how short intensive sessions might encourage ongoing reflective practice in staff, how learning and understanding would be consolidated, and how communities of practice would be encouraged in a sustainable way. These elements may well be embedded in the practice of these institutions, but were not clear from the case studies as written.

Provision of opportunities to engage in practical teaching in a supportive environment was seen as a positive element of the programs, however, the importance of considering underlying theoretical frameworks and drawing from evidence-based practice to support this was duly noted. In Case Study 1, giving staff from that institution the opportunity to engage with the technology that they themselves would be using to teach was seen as highly valuable.

The emphasis on networking and collegiality that came through all the case studies was highly regarded. It was noted by the stakeholder group that teaching in a university can be an isolating experience, and it was not uncommon for little

discussion about teaching and learning to take place within a school or department. Inclusion of explicit networking opportunities was seen as positive, as was the involvement of faculties and discipline-based staff. It should be said that the latter did have some caveats, particularly in ensuring that faculties had sufficient academic staff to allow contribution, and that these people were committed to the teaching and learning agenda and had a shared understanding of the purposes of the Foundations of University Teaching course. Recognition (in terms of reward or time release) of discipline-based colleagues who contributed to the program, particularly those who worked in peer review or mentoring relationships, was also mentioned as important. Finally, the question of networking beyond the institution was raised as one that has some sensitivity, yet is worth exploring – particularly in the light of the positive experience of the stakeholder group involved in this project.

Summary

The conceptual outline developed to describe foundations of university teaching proved a very useful tool for selecting and illustrating a range of models of foundations programs. By selecting case studies that illustrated varying elements of the framework, participants were able to collect a set of models that represented good practice and that could be provided as concrete examples of foundations programs. These exemplars are now available on the PATHE website as an important reference source of foundations programs in the Australian higher education sector. By describing these models in context, they are arguably more useful for institutions who wish to use models for benchmarking purposes, or who are looking for good practice models when designing or enhancing their own programs. The models themselves have given a clear insight into the range of structure and delivery patterns, curriculum and underpinning policy of foundations programs across Australia. Importantly, the models also demonstrate how the philosophical approach of institutions, and their context, influence foundations programs.

While the chosen case studies illustrated a range of models, elements of the programs showed significant similarities. The mandatory nature of programs for beginning staff reflects a growing emphasis on the importance of quality teaching and learning across the sector. Similarly, provision of programs for sessional staff in the featured institutions represents an increasing recognition of their role in teaching and learning. The four underpinning purposes of foundations programs identified by the stakeholder group: embedding a student-centred approach to teaching, encouraging a scholarly approach to teaching, networking and relationship building, and orienting staff to their institutional context were all present to some extent in each of the case studies, although emphasis varied according to context. The multiple purposes of foundations programs and the need to cater for staff with a range of prior experiences, which had been identified by the stakeholder group as contributing to effectiveness and efficiency, were also seen in the selected case studies. The stakeholder group identified a need for connecting completion of the foundations program to recognition and reward. This connection was clearly seen in the featured case studies through probation and promotion requirements. However, most importantly in each of the selected institutions, a strong connection between completion of the foundations programs and personal or institutional success in teaching and learning were identified.

Elements of a model for Foundations programs

Professional development

The importance of professional development for teachers of foundations programs emerged from a recognition that programs of induction into university teaching varied in structure, duration, quality and comprehensiveness (Dearn et al., 2002). The rapid expansion of such programs in universities since the establishment of the Foundations of University Teaching community of practice in 2002 had created a particular sub-group of educational developers who were responsible for developing and delivering foundation programs. While the colloquia were useful for professional exchange, participants bemoaned the lack of systematic, sector-wide approaches to foundations programs, or even a framework for the underpinning pedagogies of such programs.

This sub-project was considered important because of the increased numbers and diverse disciplinary backgrounds of younger staff who needed to deliver foundation programs as experienced educational developers began to retire in the mid-1990s. Australia offered no professional association program equivalent to those of the UK Staff and Education Development Association (SEDA).[4]

Because of increased academic mobility, it was recognised that it would benefit the quality of higher education teaching generally if those teaching foundations programs shared a common pedagogy and philosophy, so that academics moving between universities shared common perceptions about learning and teaching and a common language to describe and discuss their teaching role. This sub-project was undertaken to provide an approach to the professional development of those teaching foundations programs, recognising that such development needed to cater for novices and provide ongoing development opportunities for those who were more experienced.

Developing an approach to professional development

The approach taken by the sub-project was initially to draw on the expertise of identified experienced foundation program teachers to:

- analyse existing scholarship in key concepts and approaches to educational development
- agree on common concepts in educational development programs
- develop an outline for initial and ongoing professional development for foundations programs
- produce a pilot resource which could be trialled by stakeholders.

There were two main outcomes for this sub-project:

1. an outline for the professional development of foundation of university teaching teachers
2. a resource for novice foundation of university teaching teachers – Pathe_ways.

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4.   http://www.seda.ac.uk/fellowship/supportingandleading.htm

The original outline developed by the sub-project team identified the following sections as appropriate for a professional development approach for Foundations of University Teaching teachers.

Table 7. Professional development approach for Foundations of University Teaching teachers

Section 1: Teachers new to teaching foundation programs
- the changing academic workforce
- how to work with diverse academic populations
- mentoring with experienced academic developers
- mutual peer review of workshops
- introduction to the core literature/concepts (reflective practice, student-centred learning, learning and curriculum design etc)
- modelling different delivery modes

Section 2: Ongoing professional development for established foundation program teachers
- literature on academic development – generic, local, disciplinary approaches
- examination of the purposes – organisational change, individual development, career development, policy implementation
- locating resources and repurposing them to context

Section 3: Leadership development or renewal for experienced foundation teachers
- Communities of practice (Wenger, 1998) – Foundations of University Teaching colloquia
- Council of Directors of Academic Development (CADAD)-sponsored scheme for 2-3 week placements in other institutions
- website and wiki for Foundations of University Teaching teachers

Timing and budget allowed only for the development of a resource called *Pathe_ways*, for people new to teaching Foundations programs (Section 1 Table 7) and only one of the five modules has been developed in full.

Module 1: The context: foundation programs, what do you need to know?

Module 2: Presentation skills and delivery (teaching skills)

Module 3: Curriculum design

Module 4: Working effectively with diversity

Module 5: Evaluation

Summary

Section 1 of the approach has been developed in draft form and incorporates the following:

1. The modules need to be discussed, critiqued and amended by a small committed group with different areas of expertise and experience, with participants working on modules in which they have expertise. The most efficient method would be a short period of intensive work face-to-face, for example, three days at an agreed site responding to questions such as:

   - is this an effective model?

   - if not, what better models exist and what suggestions are there for improvement andchanges?

2. The resultant resource then should be trialled with a group of novice teachers of foundations programs, perhaps under the auspices of CADAD.

3. The modules are intended for online work, but may be content-heavy. Once the model and content are agreed, the writers need to work with web experts to design an attractive and easy-to-use website. Curtin University of Technology's modules are one model.
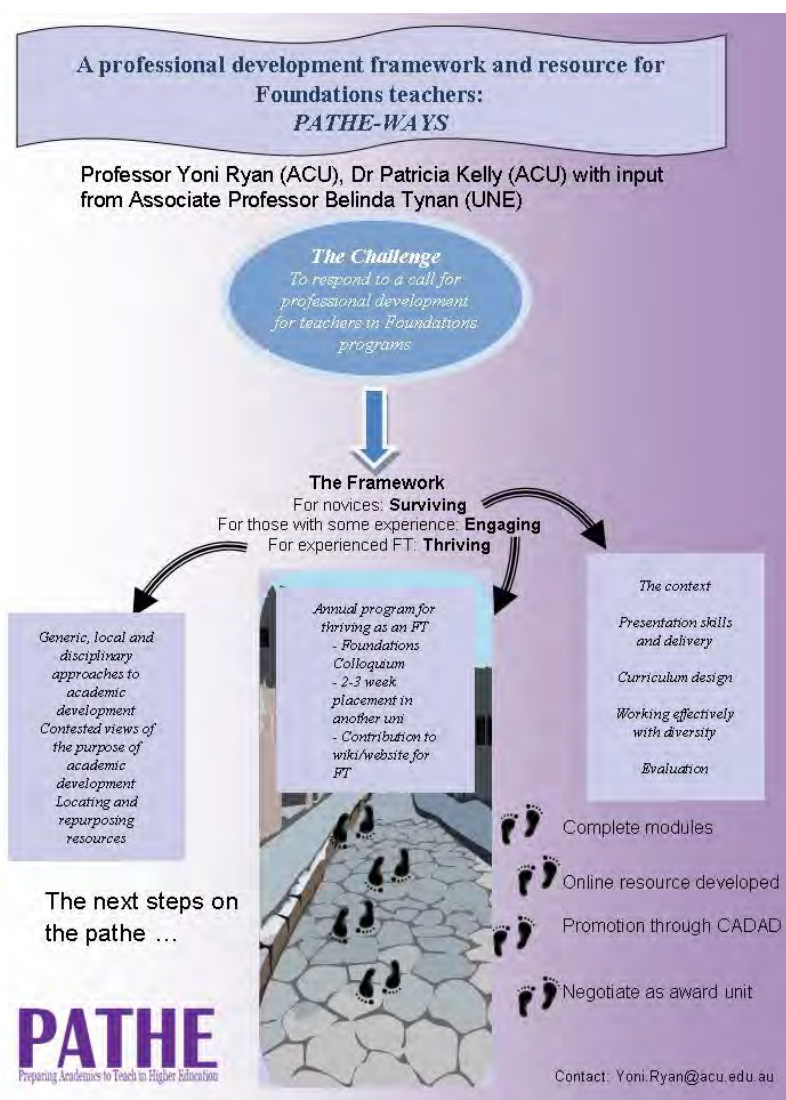
Resources

This sub-project identified and made available resources to the Foundations of University Teaching community in order to support the efforts made to develop programs and keep them up-to-date. The aims of this sub-project were to identify any gaps in resources, and communicate these to the wider community so that such gaps might be filled and to develop a limited number of key resources, if time allowed.

The practice of resource sharing receives considerable attention in the literature, yet the process of how to encourage individual staff members to submit resources for sharing with others remains difficult to define. This willingness to share and, further, a willingness to upload materials to an online repository depends very much on the participants (Kimble & Bourdon, 2008), and a community that experiences significant social interaction and networking is more likely to share knowledge (Child & Shumate, 2008). Put more simply, the more friendliness there is between members of the community the more positive the sharing culture will be (Goffee & Jones, 2003).

Online resource sharing in the Foundations of University Teaching community would ideally be an extension of the sharing, reviewing and discussion of teaching resources that occurs in real life. In seeking contributions from practitioners for the PATHE database, sessions focused on resource-sharing could also be scheduled at the annual Foundations of University Teaching Colloquia.

An interesting distinction is made by Riex (2004) between the *warehouse* approach to repositories, where resources are stored for later use, and a *learning* approach, where users interact with the materials in the repository and use them as a basis for further development. If the latter approach can be used for this repository then materials will be added when teachers interact with them.

Research into database best practice

The use of repositories to allow the discovery, management and preservation of resources (Tennant, 2002) is based around what Lehman (2007) calls *object-oriented thinking*, where objects are small, reusable chunks of digital information. This definition matched the aims of the PATHE resources sub-project well. Tennant expands his definition to say that the sharing of such objects eliminates the need to recreate materials, stimulates collaboration and provides support to users. These attributes would also provide considerable benefits to the Foundations of University Teaching community.

Information and communications technology has the potential to enable authors and readers (Roosendaal, 2004), so that the proliferation of community and institutional databases has been matched by developments in online repository tools. Repositories have particularly enabled the sharing of 'grey' literature (Tennant, 2002), such as pre-print articles, professional development resources and other materials that have traditionally been more difficult to catalogue and share. The PATHE resources project was interested in both this grey literature and the more formal reviewed and published resources used by the community of Foundations of University Teaching teachers.

Repositories can be listed under general, discipline-specific and commercial categories (Lehman, 2007), although a distinction is also generally made between institutional repositories, hosted by and primarily targeted at staff within an institution, and community repositories that are based around a group of staff with similar interests and practices across institutions. This resources sub-project pursued the development of a community repository created for teachers of foundation programs across all Australian universities.

The issue of metadata receives considerable attention when considering how to maintain a functioning repository. Lehman (2007) wrote extensively about the importance of correctly tagging resources so that users can easily navigate the repository and so that it is accessible, easy to operate, reusable, deliverable and scalable. The resources sub-project repository has an appropriate, comprehensive and easy to use metadata schema.

Databases review

There are a number of long established, highly accessed online repositories focused on teaching and learning materials that can inform this subproject, the most well-known of which may be the Multimedia Education Resource for Learning and Online Teaching (MERLOT).[5] This general repository is free, open-source and designed for use by teaching staff and students in higher education. MERLOT hosts a number of community portals, including one for teacher education which, similar to this project, has a specific focus, although the MERLOT portal is aimed particularly at pre-service school teachers. These portals gather material by discipline and it is from these portals that an Editorial Board tests and reviews the uploaded materials. Materials are uploaded by users, triaged and then either posted without review or double peer-reviewed and posted with the reviews attached. The MERLOT repository is able to be adapted by registered users who can browse materials, modify their profile, search the member list, develop a personal collection of materials and subscribe to updates via RSS feeds.

A number of existing online databases are used to host and share resources across Australia , including HarvestRoad Hive™, a commercial database system and Learning Object Repository Network (LORN™) used by the vocational education and training (VET) sector to house online objects. The ALTC exchange focuses specifically on sharing individual teaching practices across the higher education sector. Members can build resource lists, upload resources, join/form groups, browse discipline groups and comment on resources already housed in the exchange.

Database selection and justification

The primary reason for developing a separate database for the foundations program resources is to provide ease of access for those with a particular interest in materials that specifically relate to teaching within foundations programs. Within the pre-existing community of those who teach within foundations programs, a repository will provide a space where these resources can be shared. Community maintenance and community building is part of this process, and since a

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5. http://www.merlot.org/

Foundations of University Teaching community of practice is already established, having its own online environment will help to reinforce and build this community's identity.

In addition, a separate database allows for the opportunity to control navigation in ways that suit the Foundations of University Teaching community. The database serves as an extension of the yearly colloquium and an ongoing space to build on the momentum created by that colloquium.

The Technology-Supported Learning Database (TSLD) was developed by Professor Ron Oliver from Edith Cowan University as part of an ALTC fellowship. In a personal communication, Oliver noted that many learning designs do not capture what the teacher does. The TLSD is based on the assumption that teaching is a complex, recursive activity critically mediated by contextual elements, and that the teacher is expert in designing, delivering and assessing student learning.

The Foundations of University Teaching resources repository is based on the same assumptions, and the database is similar in structure to the TLSD. There are three 'levels' to the data, that is, three broad filters within which users can perform a more specific search before looking at more detailed description to make a final decision. Most resources are rarely picked up and used as found without users adapting that resource to their particular context. Consequently, when teachers are searching for new resources, it is descriptions of *how* the resources have been used, rather than *what* the resources are, that are often more useful. Therefore, the Foundations of University Teaching database has provided an area for comments where foundations practitioners can describe how they have used the resource.

Database criteria

The criteria for learning resources used by MERLOT have been adapted and reworded for use in the PATHE sub-project under Creative Commons Licensing. Adaptation has included the definition of the following keywords:

- *Resource* refers to any new object submitted to the PATHE database.
- *Facilitator* refers to the foundations program coordinator or session teacher.
- *Participant* refers to academic staff participating in foundations programs.
- *Student* refers to learners who are the recipients of participants' teaching.
- *Foundations program* refers to the program designed to prepare academic staff to teach in higher education.

Resources are evaluated under three general categories:

- quality of content
- potential effectiveness as a teaching-learning tool
- ease of use.

Quality of content

Quality of resource content has two general elements.

1. Does the resource cover valid concepts, models, and skills?
2. Does the resource present educationally significant concepts, models, and skills for the foundation program?

To evaluate the *educational significance* of the content, content reviews can make use of the following guidelines.

*   The content of each resource addresses the core curriculum within the foundation program. Core curriculum topics are typically covered to some degree in the introductory classes within the program and/or by the philosophy that 'everyone teaches it' and/or it is identified and taught as a core area by the Foundations of University Teaching community.
*   The content embedded in each resource is a pre-requisite for understanding more advanced material in the discipline.

Potential effectiveness as a teaching and learning tool

In performing a review of resources for the database, the following three questions were used to help define the *pedagogical context* of each resource and determine its potential effectiveness as a teaching and learning tool.

1. At what stage in a foundations program could the resource be used?
2. What should participants be able to do after successfully engaging with the resource?
3. What are the characteristics of the target participants using the resource?

Ease of use

The basic question underlying the *ease of use* standard is: how easy is it for facilitators and participants to use the resource for the first time? Elements that affect ease of use include:

*   Does the resource provide appropriate flexibility in its use?
*   Does the resource require a lot of documentation and/or instruction for most participants to successfully use it?
*   Does the resource present information in ways that are familiar and attractive to participants?
*   Does the resource present information in ways that are familiar and attractive to students?
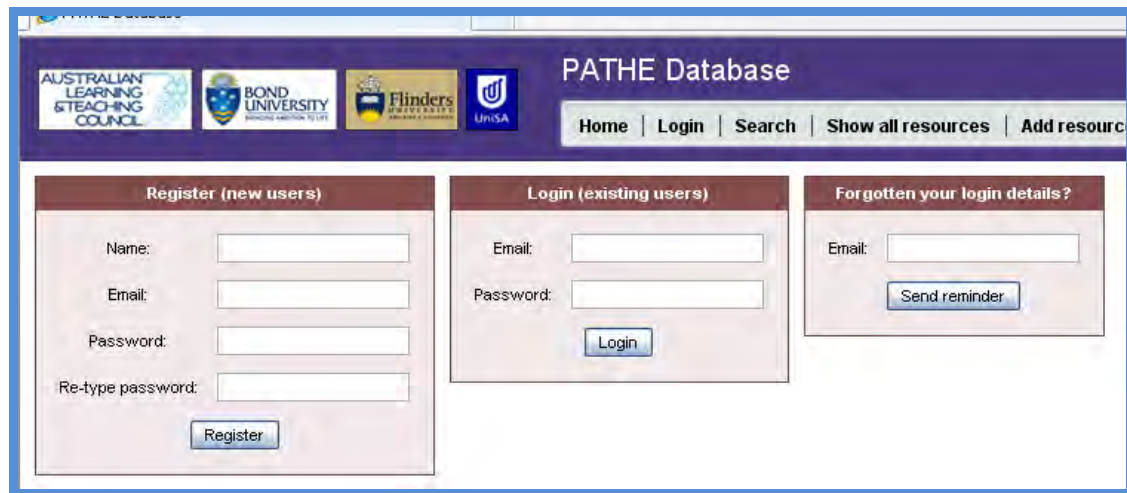
The metadata schema defines the descriptor fields that are completed for each resource in the database. This schema was completed at an early stage in the project and a field submitter has been added, which will not be visible to database users. The full list of metadata fields are listed in Appendix 9.

Database design and use

The PATHE database is live and available online at:
http://aragorn.scca.ecu.edu.au/pathe/. Figures 4 and 5 show the layout, design and features of the database.

Figure 4. PATHE database showing registration and login details

Figure 5. PATHE database homepage showing site features

The PATHE database is designed to make effective foundation program teaching ideas practical and sharable. The resources in this database have been supplied by teachers who are keen to see them used by others. Adding a resource to the database requires a contributor to register a name and password and log in. When adding resources, all fields need to be completed as fully as possible to allow others to understand the resources. When a resource is first submitted, a moderator of the database needs to organise a peer review of the entry and once this process is completed the resource can then be viewed by others and edited at any time by the resource contributor.

The database is publicly viewable, but users need to register with the system to actually input records. Registered users can add resources, maintain their entries and rate other resources. The registration process is automated, whereby the user inputs their details and an email is generated to confirm their password.

Database moderators manage the system by administering user accounts, editing/deleting or approving activities and managing comments posted by users. The moderator also has the option of using the mail out function to send a message to all registered users of the system.

Identification of resources

Resources were identified in two ways. First, a face-to-face workshop was facilitated by sub-project group members during the 2008 Foundations of University Teaching Colloquium in Townsville. An online survey hosted by Edith Cowan University was then sent to the heads of academic development units at those universities not represented at the face-to-face workshop. All participants in the workshop and through the online survey were asked the same questions about the resources they recommended.

Colloquium participants and online survey respondents provided descriptions of 42 different resources categorised under '*Seven Big Ideas*' developed by the sub-project group. The greatest number (16) of resources were suggested under *Big Idea Number 1 – Reflective practice and continual improvement* with 13 suggested under *Big Idea Number 7 – Teaching skill development.*

Sources for the seven big ideas

The 'big ideas' were identified from a number of sources and tested in the workshop with foundations colloquium participants. Sources included:

- report on the survey of foundation programs (Appendix 1)
- the PATHE literature review (Appendix 2)
- unit and course documents from the ALTC Graduate Certificate in University Teaching project
- key concepts found in foundations programs (Kandlbinder & Peseta, 2009) presented at the 2008 colloquium and tested in a workshop with colloquium participants.

Many of the suggested resources were traditional, such as workshop activities, reference texts and case studies, although a significant number of websites and

videos/DVDs were also suggested. Resources were mostly to be used face-to-face with a small number for online use.

Start-up resources

The majority of start-up resources for the PATHE database were generated at the 2008 Foundations of University Teaching Colloquium. A series of metadata fields emerged from the literature prior to the colloquium and were tested during the session with participants (Appendix 9). The project teams reviewed the resources collected during the session, ensuring that all the 'big ideas' were covered and that both small and large resources were included in the list. Resources were then uploaded to the PATHE database. A process for adding new resources is provided at Appendix 10.

Sustainability and growth of the resource database

Sustainability and growth of the resources database established in this project involve maintenance of the database, involvement of Foundations of University Teaching community members in contributing to the database, and strategies designed to foster dissemination.

Growth and maintenance

The growth and maintenance of the PATHE database will include the addition of new resources and the review and removal of outdated or superseded ones. Two processes for adding to the database are suggested: online submission by individuals and the generation of new content at the annual Foundations of University Teaching colloquia. Both of these processes will result in new resources being submitted to the PATHE database with the submission of metadata for moderation and peer review. The database moderator will also be responsible for the annual review and decision-making about resources that should be removed from the database.

Embedding in the Foundations of University Teaching community

The resources database will become a cornerstone of the annual Foundations of University Teaching colloquia and will feature as a regular one-hour session during this gathering of practitioners. Involving Foundations of University Teaching community members in reviewing resources submitted to the database will contribute to the embedding of the database across this group.

Dissemination

Two strategies feature in the dissemination strategy proposed for the PATHE database: face-to-face dissemination at the annual Foundations of University Teaching colloquia, and online dissemination using a link to the database on, for example, the PATHE project website, the Foundations of University Teaching website and the ALTC Exchange. There will also be a twice-yearly email to the Foundations of University Teaching community via the Foundations of University Teaching LISTSERV to alert participants to the new resources that have been added and to encourage further submissions to the database.

Recommendations

Recommendations from the PATHE resources sub-project are as follows.

- That one of the partner institutions in the PATHE project host the PATHE database for a period of three years, and that a permanent home for the database be sought.

- That each Foundations of University Teaching Colloquium include a facilitated session to develop resources that will be shared through the repository. Participants in the colloquium should be invited to bring resources that require further work for submission, for discussion so that regular updates to the repository are generated.

- That a blind peer-review process be used to ensure the quality of resources in the repository. The Foundations of University Teaching community should be invited to nominate as reviewers.

- That a database moderator be appointed whose role would be to receive the submissions, manage the review process and publish accepted resources. The Council of Australian Directors of Academic Development (CADAD) would be involved in supporting the administration of the Foundations of University Teaching repository as part of their support for the colloquium.

- That a process for submission to the repository be developed (Appendix 10).

- That the Creative Commons license statement appears wherever the adapted MERLOT criteria are written, for example, on the PATHE database, PATHE website, instructions for reviewers, etc.

- That a disclaimer-style text be developed to protect the privacy of students or other individuals who are featured in the submitted resources. This disclaimer should be checked by a legal expert. The database moderator should ensure that these ethical guidelines are met.

- That depending on the future resource demands of those teaching foundations programs an evaluation of the 'seven big ideas' discussed in this report should occur every four to five years at a Foundations of University Teaching Colloquium.

Framework for foundations programs

One of the key intended outcomes of the PATHE project was to develop a framework to promote sector-wide sharing of a set of expectations and understandings about the nature and role of foundation programs within university learning and teaching contexts. This framework, described below, was informed by the initial survey, the literature review and by the outcomes of the sub-projects. It draws all the strands of enquiry and resource development together in a framework for a scholarship of higher education.

The central influencing factors of the framework were:

- resources used to support and inform foundation programs

- models of foundation programs being practised across the sector

- benchmarking being practised

- professional development available for those who deliver foundation programs

- impact of these programs on those who teach in higher education

- initial survey, literature, theory and past research studies that have informed or raised or answered questions about the nature and content of foundations programs.

Through the exploration of these factors ten elements were identified as key elements that should be considered in relation to foundations programs. The interconnected and overlapping elements have been organised within the following framework for foundation programs, discussed below and illustrated in Figure 6 (page 53).

1. Delivery issues

2. Design issues

3. Program philosophy

4. Institutional requirements and support

5. Resources used

6. Validation, evaluation, quality assurance, impact

7. Target audience

8. Structure

9. Mode of delivery

10. Purpose of the program.

Delivery Issues

In some universities foundations programs are delivered by faculty-based staff while in others the program is delivered by academic or general staff in a central unit. Wherever they are based, the 'qualification' needed by staff who facilitate such programs is currently being questioned. What sort of background and qualifications are needed before a person can be considered 'qualified' to prepare staff to teach in higher education? Do they need teaching experience in higher education and/or a formal teaching qualification? Are academic staff in an education faculty the best

qualified to deliver such programs? This debate is further clouded by the introduction of Graduate Certificates in Higher Education and the placement of a number of foundations programs within a formal qualification framework. Often central academic development units in Australian universities are unable to award degrees and therefore these certificates are awarded or managed by a faculty or school of education. This ownership requires quality assurance of teaching and assessment by the award granting school and usually requires staff teaching in a course to have at least gained the qualification in which they are teaching.

Design issues

Several key design issues have an impact on foundations programs. First, and probably most important, is whether the program fits within a formal qualification which requires assessment that needs to be completed in a set timeframe and reported to a faculty or university exam board. If the program articulates with a formal qualification there are fewer time constraints but there is still a requirement that the program fits to school or faculty design parameters (i.e., number of assessments, time spent working in the program, etc.). In either of these cases the question arises as to what the assessment might consist of (e.g., portfolio, essay, oral presentation) and who assesses. Another important consideration is whether the goals or learning outcomes of the course have been designed to meet institutional priorities or to introduce the participants to the context of the particular institution, or whether the outcomes are specifically designed to develop knowledge and skills in teaching. Also important and connected to who is delivering the program is the balance of generic and discipline approaches that are explored throughout the program.

Program philosophy

Of prime importance in any program is the program philosophy and whether it is clearly articulated and understood by participants and those who are delivering the program, that is, whether participants and leaders of the program understand what they are doing and why. The survey and literature review identified a number of possible options that underpin programs across Australia. Most prominent of these were development of communities of practice, reflective practice, scholarship of teaching and action research, and experiential learning. Many institutions also build their programs to focus on learner-centred teaching, life-long learning, conceptions of teaching and learning, and learning from peers. It should be noted that some surveyed institutions reported that they had no particular philosophy underpinning their program and others reported that they used a hybrid of philosophies or had flexible approaches designed to meet the diverse learning needs of their participants.

Institutional requirements and support

Many foundations programs in Australia are now mandatory for all new staff and most expect completion as part of probation requirements. However, several other factors have an impact on foundation programs: these include whether time release is provided to support staff to complete the requirements of the program, rewards or recognition given for completing the program, the overall priority given to teaching performance by the institution exemplified through written policy and demonstrated

through awards and grants, and promotion and career progression linked to teaching performance or teaching qualifications.

Resources used

The resources used in foundation programs across Australia are not very well documented and this project sought to identify useful resources and establish a method of resource sharing. Each program uses different theorists to inform their practice and only a few common texts are being used. Many of the programs are activity-based and use workbooks and readings to support their programs. A large number of visual resources and simulations are being used and often these are developed in isolation, particularly in the case of face-to-face programs.

Validation, evaluation, quality assurance, impact

This is probably the largest and most problematic area that is faced by foundation programs. Because of the changing nature of academic development units, who deliver most of the programs, the programs are subject to constant change and development. The development of communities of practice through the Council of Directors of Academic Development and the foundations colloquium is leading to a greater use of benchmarking of program outcomes. All programs seek some form of feedback from participants but there are relatively few studies into the impact of foundation programs on teaching. Some studies show that lecturers who complete these programs score better Student Evaluation of Teaching (SET) results or do better in getting teaching awards and grants. Programs that are part of a graduate certificate are subject to the normal quality assurance processes of the particular institution.

Target audience

At the beginning of the project the target audience for foundation programs was assumed to be academics new to teaching in higher education. However, as the project progressed the diversity of participants became obvious, and the impact each new category of participant made on the design and delivery of foundation programs was seen as a key factor that needs to be recognised and evaluated. Many programs involve or are specifically for sessional or hourly paid staff. These staff need to be paid for attendance and often have different teaching responsibilities that need to be considered. One special group in this category is the doctoral students who teach while they are completing their study. Many of these candidates wish to become academics in the future and a few universities are now running special programs targeted to meet the needs of this group. Teaching support staff and clinical staff are two other groups who should be considered. Many universities now offer a specialised graduate certificate for health professionals targeted at their clinical staff and often this graduate program has common modules with the more generic foundation programs. Flexibility in assignments and in the content of the program is another way of catering for these broader categories of participants. Another group that is emerging as an important consideration is the experienced lecturers who wish to improve their knowledge of teaching or obtain a formal qualification in teaching.

Structure

One of the key findings of our project was the confirmation of the diversity in the structure of foundation programs. There are differences in the duration of programs, with the majority being offered more than once a year and beginning with an intensive two- or three-day program. Face-to-face sessions are often complemented with online work or project-based assignments, and nearly all programs have some follow-up meetings. A few programs are self-paced and some consist of optional modules or workshops that participants can choose from to meet their needs. The length of time needed to complete foundation programs varies from a few days to a semester, to some programs that have portfolio or assignment requirements that can be completed in the participants' own time. Programs that are part of a formal qualification are governed by normal semester requirement rules. Many of the programs are part of the normal workshop program that an academic development unit may run. A smaller number include action research projects or an individual project that can be completed in the participant's own time.

Mode of delivery

Nearly all programs offered have a face-to-face and an online component; however, a few programs are totally online or totally face-to-face. A very small number are based solely on a portfolio or a project but the majority of foundation programs have a blended model of delivery.

Purpose of the program

The majority of programs state their aim as introducing staff to the principles, concepts and practice of teaching in higher education. A few programs introduce the participants to the particular institution or to its policies and practices. A few institutions state that the foundation program is in place to ensure that their staff have a teaching qualification. A further difference is seen where some institutions emphasise the need for the development of skills or knowledge while others state that they wish to develop staff who are reflective about their teaching. Developing a community of practice is also seen by many institutions as being an important goal.

FRAMEWORK FOR FOUNDATIONS OF UNIVERSITY TEACHING PROGRAMS

ELEMENTS

Target audience:
- New sessional staff
- New inexperienced full time lecturers
- New inexperienced part time lecturers
- Experienced lecturers (without training in teaching)
- Part-time tutors or lecturers
- Support staff
- Clinical staff

Structure:
- Duration
- Timing
- Length of time to complete
- Part of workshop program or separate structure
- Compulsory or option-based
- Workshops
- Portfolios
- Reflective practice
- Action research
- Individual project

Mode of delivery:
- Face to face
- Online
- Project based
- Blended model

Purpose of program:
- To introduce to the institution
- To introduce to teaching
- To introduce to institutional policies & requirements
- Formal employment requirements
- Based on skills or reflective practice
- Teaching qualification
- Teaching improvement

Institutional requirements and support:
- Time release
- Rewards
- Priority for teaching (in policy and practice)
- Mandated
- Links to career progression
- Requirement for probation
- Links to formal qualification

Influencing factors
Literature review
Benchmarking
Impact
Models
Professional development
Resources

Evaluation, quality assurance impact:
- Reviews
- Benchmarking
- Re-development
- Feedback
- Impact assessment
- Collection of data
- Evaluation processes

Resources used:
- Theorists
- Texts
- Simulations
- Visual resources
- Workbooks
- Templates
- Activities

Delivery issues:
- Centrally managed
- Preparation/qualification of presenters/facilitators
- Centrally run
- Run by a faculty
- Run by a department
- Centrally run but departmentally managed

Design issues:
- Articulation
- Matching goals to institutional priorities
- Balance of generic and discipline approaches
- Assessment: what is assessed and who assesses

Program philosophy:
- Clearly articulated?
- Communities of Practice
- Reflection
- Scholarship
- Action research
- Knowledge of institution
- Student focused theoretical frameworks
- Conceptual change
- Student learning
- Hybrids
- Flexible to meet diverse needs

Figure 6. Framework for foundations

Dissemination

A community of practice has met for a series of annual colloquia. The PATHE project developed from these colloquia and has regularly reported to them and to the broader academic development community. These reports and activities include the following.

- A presentation titled *Improving Preparation Programs for University Teachers: A National Collaboration* delivered at the Higher Education Research and Development Society of Australasia (HERDSA) conference held in Adelaide, Australia, 2007.

- *Preparing Academics to Teach in Higher Education (PATHE)* presented at the International Consortium for Educational Developers (ICED) Conference held in Salt Lake City, USA in 2008.

- An overview of the PATHE project presented at the Foundations of University Teaching Colloquium 2008 (see Appendix 10). The Resources group also ran a separate session where they identified the types of resources used by foundations practitioners.

- A presentation titled *Preparing Academic Teachers in Higher Education: Progress on a National Collaboration Project* delivered at the HERDSA conference in Darwin, Australia in 2009.

- The first half day of the Foundations of University Teaching Colloquium 2009 dedicated to the dissemination and evaluation of outcomes from the PATHE project. Each sub-project group provided a short report and facilitated a discussion on the outcomes of their projects. Each group also developed a poster which was displayed at the Foundations of University Teaching Colloquium 2009. The posters have been uploaded onto the PATHE website and the print copies are available for future promotional purposes.

- Two separate sessions by the Resources and Impacts sub-groups at the Foundations of University Teaching Colloquium 2009 so they could 'road test' the resources they had developed.

- A symposium titled *Preparing to teach in higher education: The Australian experience* at the International Consortium of Educational Developers (ICED) conference, Barcelona, Spain, June, 2010.

- A showcase presentation *Preparing Academics to Teach in Higher Education Final Report* at the HERDSA conference in Melbourne, July, 2010.

A website hosted by Flinders University provides access to information about the project and all conference presentations, reports and other outputs, such as the resources database. The website is linked to the national Foundations of University Teaching website.

PATHE presentation to CADAD and Foundations of University Teaching Colloquium, November 2009

Links between the PATHE project and other projects in the ALTC strategic priority areas

A number of ALTC projects are also related to teaching and learning in higher education.

- **Leadership and assessment: strengthening the nexus.** Assessment and feedback are key components of curriculum throughout the higher education sector and play a critical role in shaping the quality of student learning. While there are many examples of good assessment practice within tertiary institutions, many are at an individual academic or unit level. In this project, Macquarie University intends to develop 'assessment leaders' who will promote and support the strategic and systematic development of assessment and feedback throughout the institution. Knowledge of good assessment and feedback practices is essential to those teaching on foundations programs, and the PATHE project may draw on results from the *Leadership & Assessment: Strengthening the Nexus* project.

- **Peer review of teaching in Australian higher education.** This project involves resources to support institutions in developing and embedding effective policies and practices. Peer reviewing is a critical component in many foundations programs and a sound understanding of the resources and practices is helpful to foundations teachers. The results from this project may become a useful resource in the PATHE resources database.

- **Promoting learning and teaching communities.** The project used a group rather than a one-on-one approach to build skills and networks so that staff could problem-solve, plan and work towards their shared goals related to teaching and learning. Such groups were resourced as communities of practice with the intent of fostering a shared, collegial leadership capability across Australian universities. The Foundations of University Teaching Colloquium is an example of a community of practice and the PATHE project provides an example of national collaboration using a distributed leadership approach. Therefore the outcomes of PATHE may be of value to the *Promoting learning and teaching communities* group.

- **The contribution of sessional teachers to higher education (RED Report).** Sessional teachers are the hidden part of the massification that has taken place in higher education in Australia over the last 30 years. One of the greatest achievements of the Australian higher education system has been the growth of student access to university study, and this could not have been achieved without the massive contribution of sessional staff. Many sessional staff move into continuing academic positions and become the focus of academic developers to ensure that a consistency of message is applied, but participants are not continually given the same information in the same way.

- **Development of academics and higher education futures.** The project explored the way in which academic developers can provide support to academic staff in contemporary Australian universities. The PATHE project focuses on one aspect of the development of academics, those who are new to teaching in higher education. An awareness of the challenges and issues that impact on all academic staff and how these could be addressed may inform the support provided to staff who are new to teaching in higher education.

Evaluation

Dr John Mitchell and John Ward, from *John Mitchell and Associates*, conducted an independent evaluation of the project in the second half of 2009. The key evaluation question was 'What are the initial, overall outcomes of the project?' This was explored through a mixed methodology of interviews, focus groups and an online survey.

Major findings

The major findings from the interviews and focus group were aligned with and validated by the survey of 40 people in November 2009, enabling the tabling of the following combined findings.

1. The **individual resources** produced by the five sub-project teams are highly likely to positively influence practice in the field of foundations programs. It is expected that each university will use the resources differently to suit their context.

2. The **overall framework** for foundations programs produced by the project identifies elements that can be contextualised for each different university. The framework is ground-breaking, as no similar framework was identified in the international literature.

3. The project is likely to have **more outcomes** than originally predicted because the project is embedded within various communities of practice that will continue the learning journey: the community of practitioners among the steering group, the community within and across the sub-project teams; the community within the Foundations Colloquium; and the community of Council of Australian Directors of Academic Development (CADAD).

4. The **full outcomes** of the project will take several years to be realised, as universities use the resources and adapt the framework and as key stakeholders present and disseminate papers on the project.

5. A major outcome of the project will be the ongoing interactions and informal **networks amongst university professionals**.

6. The project's **model of distributed leadership** was ambitious and took time to put in place, but it heightened participation and led to better outcomes than a more directive approach would have produced.

7. A **key success factor** was the availability of funding from the Australian Learning and Teaching Council (ALTC). Also crucial were the support of participating universities and the willingness of key participants to share their expertise and knowledge.

8. To **obtain high returns** from its investment in future projects, the ALTC might take note of the value of funding projects that are already located within a web of communities of practice and where a collaborative approach is adopted, based on a distributed leadership model.

Major themes from the evaluation

The outcomes of the project are high because of the **effective cross-university collaboration**. This collaboration was fostered by the distributed leadership model used by the steering group. The collaboration was also based on pre-existing goodwill, trust and support from the members of the Foundations Colloquium.

PATHE has shown the potential for such national collaboration, has provided a very good model for such collaboration, and has established for the ALTC **a benchmark as a model of collaboration**.

Because of this underpinning collaboration and the involvement of many people in the self-managing sub-project teams, there is a high likelihood that the products of the project will be adopted, adapted and **implemented in many universities** across Australia.

Conclusion

Through its use of a collaborative structure based on the one which operates through the Foundations of University Teaching Colloquia, the Preparing Academics to Teach in Higher Education (PATHE) project was successful in developing a framework for foundations programs that promotes a set of shared expectations and understandings about the nature of university learning and teaching, and that locates these programs in that wider context. The project was also successful in addressing the questions initially identified as part of the scoping stage as below.

- What are the different approaches to the preparation of academics as they commence their teaching practice in Australian and international higher education?

- How can the impact of these programs be evaluated?

- What are the conditions and models that effectively produce the desired impacts on student learning, teaching-learning scholarship, teaching as leadership and institutional practice?

- What are the best processes to support the dissemination of materials and practices across the sector and ensure the uptake and embedding of effective practice?

- What are the resources and ongoing professional development requirements of those who teach in these programs?

- What induction processes succeed in meeting the teaching needs of academics at the time of appointment?

- What should be included in national benchmarks for quality induction of academics to teaching and learning in Australian higher education?

The questions were addressed through the establishment of sub-project teams which included members from across a range of institutions to support the model of national collaboration and distributed leadership. Each sub-project group developed a set of materials that will benefit the sector. These include:

- identification, description and discussion of a number of models of foundation programs that may be used as examples for the development of future programs

- a benchmarking process that will allow those teaching foundations programs to consider the key elements of their programs in relation to national domains and good practice statements

- a resources database (repository) that will allow those who deliver foundations programs to share the resources they develop and access resources used by others across the country

- a model for the evaluation of foundations programs which includes tools, strategies, approaches and case studies that reflect good practice. Principles for good practice in the evaluation of the impact of foundations programs were also developed

- a set of professional development resources that may be used by those teaching in foundations programs. These resources were designed to meet the varying needs and different stages of development experienced by teachers of foundations programs. They therefore include resources for beginner, intermediate and experienced foundations teachers.

The framework and all of the resources developed by the sub-project groups may be used by anyone teaching in foundations programs. They are accessible via the PATHE website.

Recommendations

Recommendations identified by sub-project groups are included in their online reports. The following recommendations are identified in relation to the entire project and resulted from developing the various outputs and through discussions held during the 2009 Foundations of University Teaching Colloquium. It is recommended that:

- the foundations framework is utilised to support the future development of programs designed to prepare staff to teach in higher education and to reflect on the inclusion of elements in existing programs

- foundations programs be renamed so that the name is no longer confused with foundations programs designed for commencing undergraduate students

- staff who teach in these programs participate in appropriate professional development

- universities regularly benchmark their foundations programs against each other and/or against the programs outlined in the Models sub-project using the benchmarking criteria identified within the Benchmarking sub-project

- the impact of foundations programs is determined by drawing on relevant components of the impact evaluation model produced by this project

- sharing of practice and resources is encouraged and that this becomes a regular activity at the annual Foundations of University Teaching Colloquia.

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Appendix 1: Report on the survey of foundations programs

Allan Goody (original report 2007) revised by Angelito Calma & Ann Luzeckyj (2009)

This interim report summarises data collected in a mapping exercise of programs that prepare academics to teach in higher education. The data were collected in a survey distributed to all Australian universities. A copy of this survey is shown in Figure A1.1 at the end of this report. The findings presented here are taken directly from the surveys and aggregated where it was considered appropriate.

Staff in university teaching and learning centres and/or faculties/schools of education identified through their participation in the Foundations of University Teaching Colloquium network were asked to complete the survey. The survey was similar to surveys conducted prior to the first Foundations of University Teaching Colloquium in 2003 and others conducted subsequent to that colloquium. (Refer to http://www.flinders.edu.au/teach/foundations/survey.html to view these surveys and reports.)

Data were also collected on Graduate Certificate in University Teaching programs, but not all universities reported on these programs. As the focus of the project is foundation programs, these data are not included except where the Graduate Certificates were offered as the base level for new staff and no foundation programs were offered.

What is a foundations program?

There has been much informal discussion about what sorts of programs are considered foundations programs. For the purposes of this project, foundations programs were considered to be those formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university. Participants generally complete the programs in the first three years of service and most often in the first semester of teaching. The programs go beyond induction programs that introduce all academic staff to their new institution and generally have a broader focus than preparation for teaching and learning.

The most common name for these programs reported through this mapping exercise is Foundations of University Teaching with learning often added. The terms principles and practice are also used in a number of the program names. The word induction was included in only one program title. The names of foundations programs are discussed in more detail below.

The survey

The survey was sent to 39 Australian universities and 31 responses were received. The responding universities represent a cross-section of Australian universities and all states and territories. Table A1.1 below provides a summary of some of the findings.

Table A1.1. Foundations and graduate certificate programs

	Number	%
Responses received (39 universities surveyed)	31	81
Foundations programs offered	25	80
Number of foundations program offered	3	10
Graduate certificate university teaching only offered	3	10
Mandatory participation where foundations program offered	23	92
Articulation from foundations program to graduate certificate	22	88

Foundations of University Teaching programs

Twenty-five of the 31 universities responding to the survey offered a foundations program. Generally these programs are not for credit, although some of the programs are the first unit of a graduate certificate (university teaching) program and credit towards the 'for-credit' program can be applied for through processes such as recognition of prior learning (RPL). They have been included as foundations programs in this report as they provide the base level of preparation for teaching in their respective universities. Another three universities offered only a graduate certificate and these were included as they are the base level of preparation for teaching in their respective universities. Another three universities do not currently offer a Foundations program but all these institutions indicated that programs would be developed in the near future.

Table A1.2 below provides a list of reported foundations program names and the frequency with which they were used, as well as an indication of program status - whether it is assessed and whether it is voluntary, mandatory or linked to probation. It also includes details of where programs articulate into a graduate certificate or are the first unit of a graduate certificate. The 25 foundations programs reported here are each housed in a central academic development/teaching and learning unit. Of the three graduate certificate programs included in this report, one is offered by a school of education and the other two are offered or overseen by the central unit.

Aims of the programs

The aims stated for the foundations programs are similar across all programs. The broad program aim is to introduce academic staff to the principles, concepts and practice of teaching and learning in higher education, and to provide them with the knowledge, skills and confidence to operate as effective teachers in a university setting and to provide an informed foundation upon which to continue to develop their practice in their institutional context. Some aims are quite specific and are linked directly to the philosophies, principles and practices guiding the programs.

Table A1.2. Program titles, frequency, assessment and status

Program titles	Used	Assessed (Y/N)	Mandatory/voluntary	Relationship to graduate certificate
Foundations	1	Y	Voluntary	Some articulation to GC – was incorporated, now stand alone
Foundations of University Teaching	3	N/A	Voluntary – in discussion with Head of School (HoS)	No articulation
		N	Mandatory for new staff new to teaching in HE	No articulation at time of survey
		Y	Voluntary	No articulation – considered separate from GC
Foundations of Learning and Teaching @ (insert university name)	1	Informal	Voluntary – may be directed by HoS – will be mandatory from 2008	May apply for RPL to GC
Foundations of University Teaching and Learning	1		No information provided	
Foundations of University Learning and Teaching	3	N	Mandatory for new staff on probation	No articulation at time of survey – articulation intended from 2009
		N	Mandatory for new staff	Articulates to GC – forms first face to face component of GC
		Y	Mandatory	Can articulate to GC offered through a separate institution (arranged through an MOU)
Foundations of Teaching at (insert university name)	1	Y	Mandatory for new staff on probation	Provides advanced standing in GC
Foundation program	1	Informal	Mandatory for new staff part of terms of employment	No relationship
(insert university name) Foundations of University Teaching	1	Y	Mandatory for new staff unless exempted by HoS	No GC at time of survey. Articulation intended from 2008.
Foundations in e.Learning and Teaching	1	Y	Voluntary at time of survey – will be mandatory from 2008	Articulates to GC
Teaching @ (insert university name)	1	Y	Mandatory for new staff part of terms of employment	Articulates to GC

Table A1.2 continued

Program titles	Used	Assessed (Y/N)	Mandatory/voluntary	Relationship to graduate certificate
Teaching @ (insert university name): Principles and Practices	1	Y	Mandatory for new staff	Completion of this unit is recommended to staff undertaking GC
Introduction to Tertiary Teaching	1	Y	Mandatory, new staff new to HE	First unit of GC
Introduction to University Teaching and Learning	1	Y	Voluntary	Articulates to GC
Teaching at University	1	Y	Mandatory for tenure	First unit of GC
Early Career Teacher Program	1	N	Voluntary	Articulates to GC through RPL on case by case basis
Induction: Flexible Learning Series	1	N	Mandatory	Some articulation
The Practice of Learning and Teaching	1	Y	Mandatory for new staff on probation	Articulates to GC and forms first unit
Principles and Practice of University Teaching and Learning (P&P)	1	Y	Mandatory for new staff part of terms of employment	Articulates to GC and forms part of 1st course in GC
Graduate Certificate in University Learning and Teaching & Graduate Certificate in Learning and Teaching for Health Professionals	1	Y	Completion of foundation unit mandatory for new staff	
Graduate Certificate in Tertiary Teaching and Learning	1	Y	Currently voluntary but moves to making this mandatory	
Graduate Certificate in Higher Education	1	Y	Voluntary, although beginning to be included as part of probationary requirements	

Philosophy and principles guiding the programs

The section of the survey that asked for the philosophy that guides the program received a variety of responses. Some were broadly linked to the institution's 'policy' with respect to teaching and learning, while others spoke more about the philosophy or approach to teaching that the program was trying to model or encourage the participants to adopt or adapt. Others referred to general principles that guided the program. It would appear that programs generally are seen as developmental in their approach.

The philosophies reported most often as guiding the foundations programs were reflective practice and experiential and active learning. Other philosophies reported included:

- communities of practice
- educational theory and practice nexus
- learner-centred teaching
- peer learning
- action learning
- active learning
- collaborative learning
- self-directed learning
- scholarship of teaching and learning
- life-long learning
- conceptions of teaching and learning and theories of adult learning – including effective, contextualised, meaningful and effective learning activities; need to learn; build on prior learning, knowledge, beliefs, attitudes and experiences.

The most common general principle reported as guiding the programs was the provision of practical assistance in teaching. Other general principles reported included:

- drawing on current academic and scholarly research literature
- being responsive to participant needs
- offering authentic and outcomes-oriented activities
- balancing practical strategies with scholarly teaching and learning
- focusing on curriculum alignment
- using relevant literature to guide practice
- including the Seven Principles of Good Practice in Undergraduate Education (Chickering & Gamson, 1987)
- modelling good practice
- involving peer interaction and collegial support; developing networks; and
- being internationally focussed.

Timing and structure of programs

Most programs are offered at least once a semester (twice a year); however, one is repeated several times throughout the year, two are offered three times per year, and another three are offered four times per year. Many have an initial intensive workshop at the beginning or prior to each semester. These intensive workshops are most commonly two days long but range from one to five days. Two programs have regular weekly meetings (weeks 8 and 13). The majority of the programs have structured follow-up sessions ranging from one or two hours to as many as two and a half days or 14 hours. These face-to-face sessions are supplemented by online and out-of-session activities such as peer-observation of teaching and project work.

Details regarding the structure, length and timing of programs are presented in Table A1.3.

Table A1.3. Structure, length and timing of foundations programs

Structure	Total days	Time to complete	No. of sessions	No. of times offered per year
Details not provided	4	–	–	2
1½ day workshop + three ½ day workshops over 6 weeks	3	6 weeks	4	2
Modules 1−6 = two-day intensive program modules 7−8 = 2 x 2-hour follow-up sessions	2.5	1 semester	8	Several
Includes 3 'elements': 1. 2-day workshop 2. Completion of a range of planned development activities 3. Continuous reflection on contextualised teaching and learning activity	2	12 months	1	One per semester plus to school based cohorts as required
4-day face-to-face intensive workshop (day 4 approximately 2 months after the first 3-day Intensive Workshop) + development of personal learning portfolio	4	–	–	2
2-day intensive	2	1	3	2
Face-to-face: 2 x 1-day sessions + 1 x 3-hour review session + tasks to be completed during year	2.5	1 year	3	1
2 parts – 3 days face to face + project	3	1 semester	2	Part 1, 3 times Part 2, 2 times
3 blocks of teaching run over 4½ days	4.5	1 semester	3	2
8 workshops	2.5	–	8	On demand, usually 4
2-day intensive program + peer observation teaching experience + Action Learning project culminating in a presentation to peers	2–3	1 year	3	2
2 days face-to-face, plus a 7-hour negotiated workplace project	3	1 semester	3	2
Structured as part of a full program: 30 hours (approximately 150 hours of study time in total)	–	1 semester	–	2
24 hours of class sessions; online supplement; online materials and tasks; micro-teaching or peer observation of teaching; learning/teaching project with oral presentation and final report; online training/experience	4	8 weeks	8	2

(continued)

Table A1.3 continued

Structure	Total days	Time to complete	No. of sessions	No. of times offered per year
Thematic workshops - Thematic workshops weekly classes for 3 hours per week + plus reading and online discussion	6	1 semester	12	2
Delivery mode depends on numbers: a day-long exercise, discrete workshops…or even over a cup of coffee	–	–	–	2
Initial 5-day workshop plus 4 additional half-day workshops	7		5	4–5
Intensive 2 days face to face + 2-hour face-to-face follow-up 2-4 wks later + 6 months to complete a choice of 3 x 3-hour out-of-session activities	2.5	6 months	5	4
3 full consecutive days: 1 'large lecture', plenary sessions working at tables and break-out activities	3		1	3
3 modules which includes a negotiated project		1 year	3	2
1st Module of Grad Cert – run face-to-face and online	3	Grad Cert 3 years	1	2
1st Module of Grad Cert – run face-to-face and online + negotiated workshop	5	6 months	1	2
1st Module of Grad Cert – run entirely online		1 semester	1	2

Assessment

No programs have formal assessment activities such as examinations. Participation is often a criterion for satisfactory completion and activities that are required to be completed are generally graded as satisfactory/unsatisfactory. Requirements for satisfactory completion include:

- reflective statements and learning portfolios
- peer observation of teaching
- projects and action learning activities
- teaching portfolios
- micro-teaching
- online discussions
- book reviews
- critical incident analysis.

Status of the programs – voluntary or mandatory

Of the 25 foundations programs, 17 were mandatory for some or all new staff, with four more becoming mandatory in 2008. One university did not provide information related to this question. As of 2008, over 70 per cent of the 31 universities who responded to the survey required staff to engage in some form of preparation to teach. There were opportunities to opt out of the mandatory courses, for instance, through heads of school or because of participation in similar programs elsewhere or having a teaching qualification. Participation was often a necessary step in seeking promotion and tenure. This level of mandatory participation is much higher than was reported in the initial survey of foundations programs in 2003. Although the number of universities participating in the 2003 survey was quite small, the majority of the programs were voluntary although strongly encouraged.

The three graduate certificate programs reported here were not mandatory, although discussions were being held to consider making them mandatory for two of those universities. One institution reported that their foundations program was not mandatory and was aimed more at sessional staff and those not required to complete their graduate certificate program. The graduate certificate was mandatory for new academic staff employed as continuing appointments (defined as 50 per cent or more of a full-time appointment), that do not already hold a similar qualification.

Articulation to graduate certificate university teaching

The data on the graduate certificate in university teaching programs are incomplete as not all universities reported on their graduate certificate programs. However, of the 25 universities who offer a foundations program, only three indicated that the foundations program did not (or would not in the near future) articulate into a graduate certificate program. Five of the foundations programs reported here are the first unit in a graduate certificate program. The other foundations programs articulate into a graduate certificate program through advanced standing or recognised prior learning (part or whole of a unit). The graduate certificates were generally offered by the same university but at least one university had arranged a Memorandum of Understanding (MOU) with another university to accept their foundations program graduates into graduate certificate programs. Table A1.4 provides more detail on the articulation across programs.

A consortium of eight universities is currently developing a collaborative graduate certificate program under an ALTC grant, but detail of these programs has not been included in this report.

Teaching staff

Programs are facilitated by staff from the central teaching and learning unit in almost all programs. Usually there are one or two academic developers but there may be as many as six involved in the facilitation. There is extensive use of academics to provide input in various ways, including talking about excellent teaching. Other resource professionals across the university, including the library, student services, flexible and e-learning specialists, staff from the research office and executive members such as pro vice-chancellors (teaching and learning), are also invited to

participate. Table A1.5 summarises the data showing the profile of staff teaching within foundations programs.

Table A1.5. Profile of staff teaching within foundations programs

Staff teaching foundations programs	No. of places
All from teaching and learning unit or equivalent	8
All from faculty or equivalent	3
Mixture of teaching and learning unit or equivalent and faculty or equivalent	11
Mixture of teaching and learning unit or equivalent and other units across university, i.e. Vice-Chancellor's office; library; students services; faculty or equivalent, etc.	3
Total responses to question	25

Method of delivery

The majority of foundations programs are delivered face-to-face, although most are supported by some online resources and/or discussion forums such as through WebCT/blackboard. A number of the programs were considered 'blended', indicating a more balanced mix of face-to-face and online. Only two programs were reported as fully online but both included a small element of face-to-face interaction. Table A1.6 summarises the responses in relation to method of delivery of the programs.

Table A1.6. Delivery method of foundations programs

Method of delivery	No. running in this mode
Face-to-face only	6
Online only	2
Face-to-face and online	14
Face-to-face plus self-paced	2
Total responses to question	24

Evaluation of programs

Little evaluation of the impact of the foundation programs has been undertaken. For the majority of the programs reported, evaluation was generally through daily informal feedback during workshops and end-of-program surveys and feedback forms. These methods reflect only the workshops and programs, and do not evaluate the longer-term impact However, some programs are subject to longer-term evaluation, such as impact evaluation 6–12 months post program, program review with presenters, participants, heads of school and so forth, focus groups, benchmarking with other programs (through the foundations colloquium), and course advisory committees. It appears that these evaluations focus only on how programs are taught and how participants responded to them, rather than on the way they impacted on student learning.

Recommended texts

The two authors cited as recommended texts most often were John Biggs and Paul Ramsden, with Prosser and Trigwell, Race and Laurillard also frequently cited. Table A1.7 provides information on the various texts used and how often they were recommended.

Table A1.7. Recommended texts and frequency

Authors	Frequency
Biggs, J. (2003). *Teaching for quality learning at university: What the student does* (2nd ed.). Buckingham: Society for Research into Higher Education (SRHE) and Open University Press.	13
Ramsden, P. (2003). *Learning to teach in higher education.* (2nd ed.). London: Routledge.	8
Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies.* (2nd ed.). London: Routledge Falmer.	3
Race, P. (2001) *The lecturer's toolkit – A practical guide to learning, teaching and assessment.* London: Kogan Page.	3
Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education.* Buckingham: Society for Research into Higher Education and Open University Press.	3
Brookfield, S. (2006). *The skillful teacher.* (2nd ed). San Francisco: Jossey-Bass.	2
Bell, M. (2005). *Peer observation partnerships in higher education.* Milperra, NSW: Higher Education Research and Development Society of Australasia.	1
Cannon, R., & Newble, D. (2000). *A handbook for teachers in universities and colleges* (4th ed.) London: Kogan Page.	1
Chickering, A. W., & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education.* Washington, DC: American Association for Higher Education.	1
Dunn, L., Morgan C., O'Reilly, M., & Parry, S. (2004): *The student assessment handbook.* London: RoutledgeFalmer.	1
Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2003). *A handbook for teaching and learning in higher education.* London: Kogan Page.	1
Huba, M. E., & Freed, J. E. (2000). *Learner-centred assessment on college campuses: Shifting the focus from teaching to learning.* Boston: Allyn and Bacon.	1
James, R., McInnis, C., & Devlin, M. (2002). *Assessing learning in Australian universities. Ideas, strategies and resources for quality in student assessment.*	1
Race, P., & Pickford, R. (2007). *Making teaching work.* London: Sage Publications.	1
Shaw, G. (2006). *Tertiary teaching and learning: Dealing with diversity.* Darwin, NT: Charles Darwin University Press.	1
Toohey, S. (1999). *Designing courses for higher education.* Buckingham, UK: Society for Research into Higher Education and Open University Press.	1
Provide readings – selection of chapters and journal articles	3
No texts used	4

In addition to these recommended texts, participants are generally provided with a set of resources and reference to online resources. Table A1.8 reflects the range of resources that were made available to participants.

Table A1.8. Resources available to participants

Resources provided	Number of times indicated
Resource folder consisting of readings (journal articles, CD-Rom-handouts etc), links to websites (including online unit site) etc	9
Handouts and readings	5
Getting started booklet; collection of online resources	3
Folder of resources plus specifically related resources held in library	2
Work book	1
Online unit site – with links to resources	2
Online unit site plus textbook	1

Strengths

Respondents listed a number of strengths of their programs and occasionally these strengths were also seen as challenges within the same program or by others in different programs. The first four strengths in the list below were reported by similar numbers of respondents:

- cross-discipline interaction of participants and facilitation of the development of networks that often extend beyond the program

- practical nature of the program, with interactive and experiential activities, peer activities including peer observation of teaching

- expert presenters, including academics cited as excellent teachers and other resource professionals across the university, e.g., library, student services, equity

- support from management at various levels including heads of school, deans and senior executives

- development of reflective practice

- flexibility of the program

- benchmarking against other programs including through the foundations colloquium network

- articulation to a graduate certificate program

- opportunity to introduce institutional policy and practice, e.g., graduate attributes

- resources provided to participants.

Challenges and limitations

Reponses to the questions about challenges and limitations have been grouped together and are presented here with the most commonly cited in the survey listed first. Some of the challenges and limitations noted are very closely connected but are listed separately to highlight their significance. Some of the comments provided at the end of the survey also referred to challenges and these have been included in the statements below:

- Finding qualified and expert staff to facilitate the programs. This is not just about having the resources to fund the programs (staff costs) but of actually finding suitable facilitators, an issue that is becoming significant as more programs become mandatory and where faculties and schools are taking responsibility for programs requiring training of these facilitators. Concerns were expressed about maintaining standards of teaching within the programs, modelling of good practice, and the ability to support participants in the non-workshop activities and beyond the program. There appear to be concerns about supporting non-participants who serve as peers or mentors and that these mentors are capable and have the time to provide this support.

- Time constraints on participants. It is difficult to schedule programs to accommodate very busy academics. Time constraints also affect the ability of participants to engage in non-workshop activities, especially online activities such as discussions.

- Diversity of backgrounds, teaching abilities, experience and interests of participants.

- Insufficient time to cover material in depth while not wanting to overwhelm participants with too much work in the program. There is also the tension between a 'teaching toolbox' or just-in-time approach and developing the scholarship of teaching and learning.

- Accommodating everyone in the programs. This issue refers mostly to sessional staff and their ability to attend the programs and receive support (financial and otherwise) for their attendance, staff on multiple campuses and off-campus and overseas-based staff.

- The focus on research within universities is seen as a challenge to getting academics to focus on teaching. It continues to be a struggle to achieve a higher status for the foundations program, even to get it as a base requirement for teaching and as a step in the promotion and tenure process.

- Resourcing, particularly as noted above about staffing.

- Voluntary nature of the program.

- Mandatory nature of the program.

- Evaluating the impact of foundations programs on teaching.

Conclusion

While this survey did not cover all 39 Australian universities, the mapping exercise has provided a broad picture of programs that prepare academic staff to teach in higher education in Australia.

Dearn, Fraser and Ryan (2002)[6] reported the provision of programs to prepare academic staff for their teaching role as uneven and unsystematic and that almost one-quarter of the 32 universities surveyed did not conduct any initial teaching preparation programs for their staff. They also reported a strong call for universities to be required to provide some form of teaching education for their academic staff. Five years later in 2007 the results of this survey indicate that universities have taken on board this call to provide such teacher preparation. Of the 31 respondents to this survey only three did not have a program to prepare academic staff for their teaching role. One of these three universities had previously had a program and all three indicated that they were developing programs. While the programs described in the survey responses varied considerably in their structure and duration, all appear to be guided by similar philosophies and principles.

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6. Dearn, J., Fraser, K., & Ryan, Y. (2002). *Investigation into the provision of professional development for university teaching in Australia: A discussion paper*. Canberra, ACT: Department of Education, Science and Technology.

Name of university	Comments
Name of Unit/Provider (central, school/faculty based) (provide URL)	
Program Title (provide URL)	
Program Coordinator (name, title, contact details)	
Number of people teaching in/contributing to the program (provide some background of these people – e.g., ADU, external, academics from faculties etc)	
Philosophy that guides the program	
Brief description of program: ▪ aims & learning outcomes ▪ program structure ▪ length and timing of program ▪ topics addressed ▪ teaching and learning activities ▪ assessment practices	
Mode of delivery (e.g., online, face-to-face, combination)	
How often offered and when offered	
Target Group (include number of participants)	
Program Status (voluntary vs mandatory; enrolment arrangements; how monitored; reporting procedures – to whom, etc.)	
Resources provided to participants	
Recommended texts (main three)	
Interface with other programs – does it and to/from what? (e.g., articulation from induction program; articulation to graduate certificate)	
Program evaluation processes	
When was the program first offered (not necessarily in current format)	
Provide a brief description of the program's evolution to the current format	
Program funding arrangements (e.g., funded as normal business; fee charged; scholarships offered; participants funded to attend, etc.)	
Strengths and limitations of program	
Challenges	
Other comments, issues related to the preparation of academics to teach in higher education	

Figure A1.1. Foundations programs survey November 2007

Appendix 2: Literature review for Preparing Academics to Teach in Higher Education (PATHE)

Ann Luzeckyj and Lorraine Badger (2008)

Introduction

This is a literature review for Stage 1 of the Australian Learning and Teaching Council-funded project, Preparing University Teachers: A Model for National Collaboration. It is anticipated that where necessary literature reviews will accompany each of the subsequent phases of the project. The project's aim is to "improve the student learning experience through improvement in the preparation of university teachers" (Gannaway et al., 2007). This review sought to identify and analyse literature which identified and considered 'good practice' methods in preparing new academic staff for their teaching role. Whilst the literature review is extensive it is not exhaustive.

Method

The PATHE website[7] indicates that many higher education institutions provide support to academic staff through structured programs enabling them to develop effective teaching skills and design of educational programs (Staff Development and Training Unit Flinders University, 2003). Documents supporting this claim were initially found using the library databases of Flinders University, University of South Australia and Google Scholar. Conducted from a worldwide perspective these searches focussed on resources published since 2000 to ensure the discussions were current. Only those documents which considered programs for new staff were included in the literature review.

Predominantly comprising journal articles, the literature reviewed also included particularly relevant government reports and book chapters. Since university websites had already been identified and are available for exploration via the PATHE website, they were not included. Whilst special consideration was given to acquiring literature from a broad range of countries, little was found in relation to programs from countries beyond Australia and the UK.

One Australian report, *Investigation into the provision of professional development for university teaching in Australia: A discussion paper* by Dearn, Fraser and Ryan (2002) and published by the Department of Education Science and Technology (DEST), was identified as being particularly relevant. Whilst most other resources focussed predominantly on single issues, this particular report covered the whole gamut of issues raised. The main issues identified across this literature are:

- causal factors (e.g., perceived importance of initial teacher development programs; teaching professionalism including a quality agenda and accreditation)
- different types of programs and courses (induction, mentoring programs, teaching assistant programs and short courses and postgraduate certificates)

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[7]. The PATHE website (http://www.flinders.edu.au/pathe/) hosted by Flinders University was established to help institutions who develop and organise Foundation programs to network and collaborate.

- teaching models and methods

- course and program evaluation

- potential problems (competition between teaching and research, willingness to participate in programs and departmental cultures).

Rather than following literature review convention by addressing the most prominent issue first, topics have been presented in a way that appeared logical to the authors. The section on causal factors is followed by details about programs and courses and discusses the teaching models and methods they include. This in turn is followed by how the various aspects may be evaluated and a brief description of issues that may potentially interfere with the success of programs precedes the conclusion.

Causal factors

In a rapidly changing world escalating pressure has been put on universities to review many aspects of higher education including concepts of teaching practices and methods of delivery. Ramsden (2003) strongly believes that the emphasis on academic development reflects "a government agenda of quality, value for money and enhanced participation" (p. 233). The growing importance of ensuring quality has led to greater academic development activity across universities due to an increasing "need to raise the profile of teaching in universities" as well as ensuring "students' rising expectations as the fee-paying 'consumers' of higher education" can be met (Clark et al., 2002, p. 129).

Perceived importance of initial teacher development programs

Watters and Diezmann (2005) contend that "if universities are to remain relevant in a knowledge society, they must not just be sites of knowledge production but also be effective knowledge disseminators through their service and teaching activities" (p. 1). Teaching is complex in nature and with the changing demographics of university life various factors influence the need for programs focussing on teaching and learning. Increased student diversity and numbers, combined with greater use of information technologies and a growing imperative to utilise Information and Communication Technologies (ICTs) for flexible delivery, are often cited as reasons for ensuring academic staff are skilled in relation to these areas (Fraser, Dearn, & Ryan, 2003; McLoughlin & Samuels, 2002). Asmar (2002) further argues that the increased competition for both international students and high-achieving school leavers, as well as the need to address attrition rates of commencing students, have led the traditionally research-intensive universities to give greater consideration to teaching and learning.

Austin (2002) adds weight to the arguments listed and offers as a further influence the "retirement of significant numbers of senior faculty members occurring at a time when societal pressures of (sic) academic institutions is expanding" (p. 94). She also supports the argument that there is greater institutional accountability and increasing pressure on academic staff due to "tight financial constraints" (ibid). Likewise, Hardy and Smith (2006) suggest that the pressure "to generate revenue and contain costs, within an increasingly competitive environment" has added to the complexity of the academic environment. They argue that "within this tighter fiscal

environment, there has been a strong desire to monitor the performance of both personnel and practices" (p. 339).

Mirroring the diverse range of reasons for the importance of courses to support academic staff in their teaching are discussions about similar courses offered in Belgium (Stes, Clement, & Van Petegem, 2007), Sweden (Ahlberg, 2008), New Zealand (Tynan & Garbett, 2007) and Hong Kong (Ho, Watkins, & Kelly, 2001).

Teaching professionalism and quality

Although the literature review focuses on resources post 2000, Boyer was regarded as a prominent figure who informed debate and discussion around the importance of scholarly teaching. Ever since "there has been much international debate" (Healey, 2000) trying to understand and implement the idea of appropriate faculty scholarship so that the quality of teaching in higher education might be improved (Richlin, 2001; Watters & Diezmann, 2005). However, as Fleming, Shire, Jones, McNamee and Pill (2004) further observe, it is not simply a matter of increasing the skills of academic staff but of encouraging university teachers to become professional by offering opportunities "to engage in critical reflexive pedagogy", and this "is being widely acknowledged as an important element in [the] continuing professional development" (p. 165). Not a new idea, it gained momentum during the 1980s and 1990s as a result of the changing environment in higher education: moving from "academic autonomy to one of accountability to stakeholders" (ibid, p. 166).

Striving for quality: Learning, teaching and scholarship, a discussion paper arising from an Australian Government review into higher education in 2002, stated that teaching needed to be given much greater status in higher education as the teaching quality is central to learning. It argued that "a renewed focus on scholarship in teaching and a professionalisation of teaching practice" were required (Department of Education Science and Training, 2002, p. x). It further suggested that formal preparation programs become mandatory, that a national accreditation process be established, and that participation in these programs be linked to probation and promotion processes.

Accreditation

Developing accredited teaching courses and programs for new academics is important for a range of reasons. According to Fraser et al. (2003), a need to develop a systematic approach which recognises standards of professional practice in relation to university teaching has gained widespread recognition "if only to provide a satisfactory form of quality assurance" (p. 5).

Many countries do not have accredited teaching courses for academic staff. This may be because some academic staff dispute the value of both accreditation and teacher training. Their objections stem from a number of concerns, including the approaches taken to address staff development needs. One major debate occurring in the late 1990s and early 2000s related to the accreditation of programs in the UK by the Institute for Learning and Teaching in Higher Education (ILTHE) (Andresen, 2000; Jenkins, 1999; Rowland, Byron, Furedi, Padfield, & Smyth, 1998). This debate was concerned with the concept that generic programs could address disciplinary issues in how to teach in universities. It indicated concerns that academic autonomy may be threatened by these interventions.

Although accredited programs are becoming more widespread, Fleming et al. (2004) indicate that the issue of accreditation is problematic because the programs often take a "broad, competence-based approach to professional development" (p. 166) or are perceived as ineffective because they are considered to be 'one-size fits all' approaches. Fleming et al. suggest that acceptance of development programs in teaching may depend on how academic staff perceive their own professional identities, an idea also articulated by Andresen (2000). Dearn et al. (2002) report that "[w]hile all stakeholders supported the provision of CPE [Continuing Professional Education] for the teaching role, there was real ambivalence about accreditation to a profession of university teaching" (p. 54).

Different types of programs and courses

The PATHE website states that many higher education institutions provide structured programs (Staff Development and Training Unit Flinders University, 2003). Literature reveals that there is little consistency in the way that programs are offered; the skills and experience acquired by participating staff differ from program to program and there is no uniformity in whether attendance is mandated. In the UK they are often compulsory for probationary purposes but this is less common in Australia (Clark et al., 2002).

Programs range from two or three day-long seminars (Asmar, 2002; Breda, Clement, & Waeytens, 2003; Dearn et al., 2002; Gibbs & Coffey, 2004; Stes et al., 2007), to courses that run for 13 weeks (Donnelly, 2006) or programs comprising one or two modules that require a year-long commitment and whose participants achieve a university-awarded postgraduate certificate (Mathias, 2005). Dearn et al. and Gibbs and Coffey (2000) also suggest that a disparity in approaches exists between the US, where training focuses on teaching practices and the UK, where reflective practice is emphasised. The various types of programs that are on offer include one-day induction; skills-based programs; mentoring programs; teaching assistant programs and postgraduate certificates.

Induction

Staff induction is considered an important way of ensuring staff have an appreciation of their role and the organisation in which they are working (Barkhuizen, 2002; Dearn et al., 2002; Staniforth & Harland, 2006; Trowler & Knight, 2000). Induction programs are often seen as a way of socialising new staff into the workplace and according to Barlow and Antoniou (2007) they need to include important information about roles and should never be hurried or superficial. Staniforth and Harland discuss the role played by Heads of Departments in induction programs suggesting that "heads should systematically monitor the quality and effectiveness of induction processes and outcomes" (p. 194).

Mentoring programs

One UK-based program featured mentors as an integral part. Mathias (2005) indicated that the aim of using mentors was to establish "a genuine collegial partnership between participants' departments and the programme providers" (p. 97). It was determined that mentors would support "the development of participants' teaching roles, both generically and within the context of the subject-discipline" (p. 98). Clark et al. (2002) also suggested that the use of mentors could

provide discipline-based support to program participants in an effort to encourage new staff to discuss teaching with colleagues and address issues related to translating the generic learning acquired on programs into specific disciplinary contexts.

Teaching assistant programs

According to Austin (2002) the Teaching Assistant (TA) programs in the US are usually designed to provide support for professors in universities by doctoral students who act as tutors, markers or lecturers on undergraduate programs and as research assistants. Austin argues that, while it may appear that the role of a teaching assistant may provide a valuable training opportunity for the doctoral student who intends to become an academic, this is not always the case. She states that the "use of TAs usually responds to departmental needs to cover courses or sections, not to the development of future professors" (p. 105). Austin indicated that TAs were given little opportunity to reflect on their experiences or to discuss how they felt about their careers or their teaching experiences, suggesting that they have few opportunities to reflect on practice.

Short courses and postgraduate certificates

Many resources discuss specific programs and how they prepare new university staff as teachers. Dearn et al. (2002) argue that in Australia, despite an appreciation of the importance of the teaching role and an increased understanding of how best to support "the academic development of teaching expertise", the provision of programs "remains largely unsystematic and *ad hoc*" (p. 1). Their report stated that "almost one quarter of universities do not conduct any initial teaching preparation programs for their staff" (p. iv). Goody's review (Appendix 1) confirmed that this information is still correct. It found that nearly 75 per cent of Australian universities now offer teaching preparation activities which require staff to participate in them.

Goody provides an overview of 25 of the foundations programs offered across Australia. In his report he identified foundations programs as "formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university". They are usually completed within the first three years of employment and offer more than induction. Most of the Australian courses were mandatory, non-award programs that did not include formal assessment but required that participants engage in specific activities (such as the presentation of a teaching portfolio, engagement in an online discussion or peer observations of teaching) to satisfactorily complete the course. Many of the Australian courses comprised the first unit of a graduate certificate.

Gibbs and Coffey (2004) conducted a review of programs offered in 20 universities across eight countries. They found that the programs which lasted 60–300 hours included a series of meetings and learning activities that spread over four to 18 months, and many included a formal assessment. The courses assessed by these researchers were also components of a graduate certificate.

In the United States the Mathematical Association of America had developed a program called Project NEXT which provided opportunities for new or recent PhD students to "learn how to enhance their teaching and launch their mathematical careers" (Gallian et al., 2000, p. 217). The national program allows students to

participate in meetings, short courses and workshops which focus on teaching in undergraduate programs. A similar program was developed by the National Science Foundation (NSF) and also in the US.

In the NSF case graduate teaching fellowships are provided to support "colleges and universities in integrating K-12 teaching experiences into the education of graduate students in science, technology, engineering, and mathematics" (Trautmann, 2008, p. 41). It is acknowledged that scepticism exists among "some members of the science education community" but their concerns are usually addressed once these sceptics have seen the program in action (p. 42). This allows participants to gain experience in writing teaching philosophy statements and to "enhance their teaching skills through progressive responsibilities undertaken under faculty guidance, and assemble a portfolio demonstrating and reflecting on these teaching experiences" (p. 44).

It is clear from this brief description of what is offered that Gibbs and Coffey's (2000) discussion about the vast differences between programs is accurate. They indicate that in some cases the goals and priorities of some programs are "diametrically opposed to the priorities of others, particularly with regard to the emphasis given to the acquisition of basic teaching competence or skill" (p. 42). While this may not in itself be problematic it does raise concerns regarding accreditation and professionalisation of university teachers.

Teaching models and methods

According to Dearn et al. (2002), formal award sessions are important since they move beyond teaching staff skills and concentrate on dealing with pedagogy and contextual issues about teaching and learning. Rust (2000) concurs, suggesting that courses and programs need to go beyond providing hints and tips to ensure that they effect behavioural change. He also contends that behaviour changes can be achieved by including elements of reflective practice in programs and recommends that participants develop teaching portfolios as a way of reflecting on their practice.

Reflective practice attributed to Schön is considered an important component of many UK and Australian approaches to teacher education, since it emphasises the importance of critical reflection, review and development (Clark et al., 2002; D'Andrea & Gosling, 2001; Dearn et al., 2002; Mathias, 2005; McLean & Bullard, 2000; McLoughlin & Samuels, 2002; Pill, 2005; Rust, 2000). Likewise, programs in both Finland (Postareff, Lindblom-Ylänne, & Nevgi, 2007) and Belgium (Breda et al., 2003; Stes et al., 2007) include reflective practice; however, its use is not limited to just these countries.

Gibbs and Coffey (2000) suggest that it is important to ensure that the focus of the learning experience is on the student rather than on the teacher. They suggest that there needs to be a "shift from a focus on the content, to a focus on the process in terms of teacher behaviour, and finally to a focus on learning outcomes" (p.36). Many others agree with Gibbs and Coffey (McLean & Bullard, 2000; Postareff et al., 2007; Stes et al., 2007). McLoughlin and Samuels (2002, p. 455) describe one way that this may be acquired in the following statement:

> A program that serves to foster the scholarship of teaching while at the
> same time providing academics the scope and time to develop professional

interests and a portfolio, critical reflection on curriculum design, assessment approaches, and evaluation aspects of higher education seems to be a useful type of intervention to foster better university teaching/learning.

Certificated workshops and programs are often made up of a range of other components. These include:

- opportunities to learn by doing (Clark et al., 2002), also known as experiential learning (Pill, 2005)
- action research (Ho et al., 2001; McLoughlin & Samuels, 2002; Postareff et al., 2007)
- development of student- or learner-centred approaches (Asmar, 2002; Donnelly, 2006; Gibbs & Coffey, 2000; Ho et al.; Postareff et al.; Stes et al., 2007; Trowler & Cooper, 2002);
- development of communities of practice (Pickering, 2006; Viskovic, 2006)
- specific emphasis on the scholarship of teaching (Asmar; Fraser et al., 2002; McLoughlin & Samuels, 2002).

In addition to the various components that make up workshops and programs, Rust (2000) refers to the six models which are based on different theoretical frameworks originally discussed by Gilbert and Gibbs. They are behavioural change models; developmental models, conceptual change models, reflective practise models, student learning models and hybrids. Regardless of the method of teaching or model used it is essential that programs are evaluated to determine their effectiveness.

Courses and program evaluation

Despite the importance of evaluating the impact of programs which prepare academic staff as they commence teaching practice, Coffey and Gibbs (2000, p. 32) argue that there is little evidence to support the notion that teacher training has an impact on university teaching. They claim that empirical evidence is limited and that where it does exist it has "weak conceptual underpinnings". McLean and Bullard (2000, p. 80) agree, suggesting that there is "little evidence about the effectiveness of different programmes and courses beyond participant satisfaction".

Rust (2000), in supporting these claims, indicates that a great deal of the research has focused on particular development activities rather than looking at the overall impact of the courses or programs. However, he also pointed out that an Australian study carried out by Nasr in 1996 revealed that university teachers with a postgraduate teaching qualification were more likely to receive more positive feedback from students than those who did not have a qualification.

Four years later, a study by Gibbs and Coffey (2004) focussed on determining three different aspects of the impact of courses and programs, namely, how student learning outcomes were achieved, whether changes in teachers' conceptions about teaching had occurred and if there was an improvement in teachers' skills. Their study examined these outcomes across 20 universities in eight countries, using three methods of evaluation. They used three different questionnaires (Student Evaluation of Educational Quality (SEEQ), a Module Experience Questionnaire (MEQ) which was adapted from the Course Experience Questionnaire (CEQ) and

an Approaches to Teaching Inventory (ATI), which were administered to participating staff and students twice, over a twelve-month period. While this was a complex methodology it appears that this degree of effort may be required to ensure programs are comprehensively and effectively evaluated. Using this framework to analyse training programs, Gibbs and Coffey (2004, p. 99) were able to assert that "those institutions that had training also had teachers who improved".

Ho et al. (2001) conducted a similarly complex study at the Hong Kong Polytechnic University. They used participant interviews, CEQs and Approaches to Studying Inventory (ASI) to evaluate "the effect on conceptions of teaching of the participants; the effect on their teaching practices and the effect on the approaches to studying of their students" (p. 147). Their study found that there is evidence to support "that a development in teaching conceptions can lead to improvements in teaching practices and in student learning, and that this can happen within a short period of time" (ibid p. 165). Rather than attempting to evaluate all three aspects examined by Coffey and Gibbs (2000) and Ho et al. (2001) in the same study, other evaluation studies have focussed on assessing one or two aspects of the impact of courses or programs.

Using observations of teaching, semi-structured interviews and reflective commentaries written by participants, Pickering (2006) examined how and what lecturers learned about teaching and how changes were and were not implemented following participation in programs. Stes et al. (2007) not only explored the impact of course involvement on individual teachers but also considered the outcomes of such participation for the organisation. A number of studies explored the impact that partaking in a course had on teaching practice (Donnelly, 2006; Postareff et al., 2007; Rust, 2000; Stes et al., 2007). Each of these studies used different methods including surveys, focus group studies and interviews.

Different evaluation methods are required to examine different aspects of program outcomes. The best indication of how courses and programs impact on teaching and learning outcomes is provided by longitudinal studies (taking place over at least one year) that examine specific changes in some or all of the following: student learning outcomes, changes in teachers conceptions about teaching, and improvement in teachers' skills. These studies indicate that evaluation needs to be sufficiently complex to meaningfully reflect whether the programs' desired outcomes are effectively met.

Potential problems

Competition between teaching and research

Ensuring courses and programs positively affect teaching and learning outcomes is only one potential issue that requires addressing. Hardy and Smith (2006) raised criticisms about increasing the importance of teaching based on the value traditionally given to research. They argued that as research is often a criterion for promotion it is privileged over teaching. This criticism is further supported by Donnelly (2006) and Tynan and Garbett (2007). Donnelly suggests that the status of teaching in higher education has been lowered as research has become exalted. Both Tynan and Garbett (2007) and Hardy and Smith (2006) argue that research is perceived to be more important because it is related to promotion. These arguments are supported by comments from Hunt (2007, p. 773), who advocates that training

courses in how to teach are problematic in institutions where teaching has a lower status than research. She notes that "even in universities that claim to give greater recognition to teaching, lecturers deem it a *career hazard* not to prioritise research" (author's emphasis). Clark et al. (2002, p. 133) suggest that "learning how to teach in higher education creates a tension in new lecturers between their research expertise, confirmed by their recent appointment, and their inexperience in teaching".

Dearn et al. (2002) recommend that teaching and research need to be meshed, proposing that the discussion about teaching needs to be informed by research. They also advise that teaching needs to be given greater priority and those institutional structures that are related to reward and recognition need to be changed so that teaching and research may be equally valued (Andresen, 2000; Fraser, 2005; Gibbs & Coffey, 2000). Addressing these conditions may also help combat the stress experienced by many new academic staff as they attempt to determine how to prioritise their research and teaching commitments while learning how to teach (Barbour et al., 2000; Pickering, 2006).

Willingness to participate in programs

The notion of competing workloads and commitment to a graduate certificate program was also discussed by Dearn et al. (2002, p. 51), who extend the argument to all professional development related to teaching, suggesting that "heavy workloads and a lack of resources [are] precluding staff from taking and being offered teaching education opportunities".

Hardy and Smith (2006) suggest that localised factors, such as a participant's willingness to be a novice, their discipline background and their experience, may impact on their successful participation in the Graduate Certificate in University Teaching and Learning. They also propose that providing participants with time release from their usual work activities while they participate in the program would allow courses to be completed more quickly. Fleming et al. (2004) also highlight the importance of allocating time to participate in professional development activities. Once staff are available to participate it is essential to ensure that all aspects of the program relate to the participants' work (Hardy & Smith, 2006).

Departmental cultures

Even where time is allocated to allow staff to attend programs, ways of addressing departmental cultures need to be identified. It is imperative that once new academic staff have participated in a program and attempt to utilise what they have learned within the departmental settings that their teaching and ideas are supported (Donnelly, 2006; Gibbs & Coffey, 2000, 2004; Mathias, 2005). Staniforth and Harland (2006) and Knight and Trowler (2000) suggest that academic leadership impacts on departmental cultures and that the leaders in departments may impact on how teaching is viewed and supported. Allowing staff who have participated on courses to be assigned a departmental mentor is one way suggested for providing this support (Clark et al., 2002; D'Andrea & Gosling, 2001; Mathias, 2005).

Another recommended method for ensuring new staff are able to adapt their training to the departmental culture is the establishment of communities of practice so that staff are not isolated when they return to their department (Mathias, 2005; Trowler &

Knight, 2000; Viskovic, 2006). Bringing people from different disciplines together so that staff may realise what they have in common with others across the university (Barlow & Antoniou, 2007; Clark et al., 2002; Postareff et al., 2007) was seen as a way of breaking down departmental cultures. It was also suggested as a way of helping staff realise that the teaching methods they were learning could be applied across disciplines.

Conclusion

It is clear from the literature examined for this review that the notion that improvement in the preparation of university teachers is considered an important issue in many universities across a number of countries. However, it remains unclear whether the student learning experience is improved as a result of an improvement in the preparation of university teachers.

The literature indicates that initial teacher training programs are important for a variety of reasons. These include the changes that are occurring in higher education as a result of technological advances, increasing student attendance at universities, an aging population and an expectation that universities should be more accountable to funding bodies and other stakeholders (students, parents, employers etc). This accountability encompasses a quality agenda which encourages the 'professionalisation' of university teaching staff through participation in accredited courses and programs. While the need for professionalisation remains contested, courses and programs continue to be developed.

The variety of courses and programs embrace numerous theoretical frameworks and pedagogical practices. The differences between them include a range of sometimes contradictory or conflicting outcomes which make it difficult to compare programs and determine their effectiveness. Evaluation of programs to determine whether the student learning experience is improved as a result of staff participating in them is therefore complex.

A range of other issues impact on participation in courses and programs designed to support academic staff new to teaching. One of these issues is the value placed on teaching. Where teaching is considered less important than research, participation in programs will not necessarily engender change in attitudes or practice. If practice is not changed then participation in courses is less effective. This has an impact on workload and raises concerns regarding the support given to staff for their attendance. It is also important to ensure that, when participants return to their academic departments, the culture within the department is set up to support the learning that has occurred on the program and provide opportunities for participants to discuss what they have learned with other staff. If issues such as valuing teaching and identifying ways of supporting staff who attend courses are not addressed, their value will continue to be contested.

This brief summary of the literature review indicates that the research questions identified in the project proposal are relevant and important. The questions identified in the project proposal were the following.

1. What are the different approaches to the preparation of academics as they commence their teaching practice in Australian and international higher education?

2. How can the impact of these programs be evaluated?

3. What are the conditions and models that best produce the desired impacts on student learning, teaching-learning scholarship, teaching as leadership and institutional practice?

4. What are the best processes to support the dissemination of materials and practices across the sector and ensure the uptake and embedding of effective practice?

5. What are the resources and ongoing professional development requirements of those who teach in these programs?

6. What induction processes best meet the teaching needs of academics at the time of appointment?

7. What should be included in national benchmarks for quality induction of academics to teaching and learning in Australian higher education? (Gannaway et al., 2007, p. 4)

All of these questions require further exploration. This literature review has highlighted some issues that address questions 1, 2 and 6. However, other aspects – identifying conditions and models that best produce desired impacts, the ongoing professional development requirements of those who teach in these programs and issues regarding national benchmarks – are not addressed in any substantial way.

Asmar (2002) and Brew (2003) maintain that, rather than considering the privilege given to research as a barrier to promoting the importance of teaching, it should be utilised as a way to improve academic development. While McLoughlin and Samuels (2002) do not discuss whether research is favoured over teaching, they do suggest that it must inform the way that academic development occurs. It is recommended that further research is conducted in relation to all of the research questions raised for this project so that the project's aim to "improve the student learning experience through improvement in the preparation of university teachers" may be achieved.

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Appendix 3: The principles and practice of benchmarking in Foundations of University Teaching programs – A background paper

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Introduction

The Australian Learning and Teaching Council funded project Preparing Academics for Teaching in Higher Education (PATHE) is a national multi-phased project. In 2008 the project commissioned five sub-projects, each investigating a specific focus of foundations programs across Australian universities. The *principles and practice of benchmarking in Foundations of University Teaching programs* is one of these projects. These projects provide a seminal opportunity for systematic review and investigation of foundations programs in Australia, together with the strategic identification (via the sub-projects) of a set of targeted foci working towards achieving outcomes such as literature reviews, data collection, new conceptual models and processes and tools (including those for benchmarking).

Foundations programs are considered to be "formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university" (Goody, 2007, p. 1). There has been a call for quality assurance of these programs (Fraser, Dearn, & Ryan, 2003) with accreditation and the process of benchmarking being some possibilities. This report focuses on benchmarking.

The first stage of this sub-project has been the production of a background paper which provides a summary of the types of benchmarking currently used, before outlining the role of benchmarking in universities. Australian and International benchmarking projects and models are reviewed. The reviews are drawn upon to inform the future development of principles and practice of benchmarking in foundations programs. Key recommendations are presented for implementation in subsequent project phases.

Benchmarking

There are a number of approaches to quality assurance. The ISO system, for instance, provides sets of normative standards in a wide range of areas; conformity with them represents an international consensus of best practice in the relevant area. Processes of peer review have long been important in university cultures, as applied to research and increasingly to teaching activities. The system of using external examiners to assess student work is another widely accepted example of quality assurance in higher education. This paper focuses on benchmarking, which is a process gaining increasing currency in universities internationally.

Benchmarking is process by which organisations evaluate current practice against previously determined reference points. The points of reference can be, inter alia, past practice, trend data, an industry standard or examples of best practice. The reference point is often determined by the purpose of benchmarking, which may include quality assurance, assessment or enhancement.

The purpose of the benchmarking activity will determine which type of benchmarking is used. Woodhouse (2000, cited in Stella & Woodhouse, 2007) has categorised benchmarking into the following types.

- Internal benchmarking – where comparisons are made against another unit within the same organisation.

- Public information – publicly available data about another organisation is used; there is no need for the other organisation to agree or to be formally designated a benchmarking 'partner'.

- Sector benchmarking – benchmarking partner or partners in the same sector are selected. Comparison extends to information known only within the organisations and may focus on an aspect of operation, or the organisation as a whole.

- Generic benchmarking – comparing processes and practices regardless of the nature of business of the partner.

- Best practice benchmarking – where the comparator selected is believed to the best in the area to be benchmarked.

Benchmarks may also be *criterion referenced* or *quantitative* (McKinnon, Walker & Davis, 2000; cited in Woodhouse, 2007). The criterion reference approach defines the attributes of good practice in an area; the benchmark may be, for instance, a checklist of essential attributes which constitute good practice. Quantitative benchmarks can distinguish where practice is quantifiably different between organisations.

An alternative categorisation scheme, which has much in common with the above, is provided by Alstete (1996):

- internal benchmarking – internal to the institution, so that departments, campuses or sites may be compared to identify best practice, without necessarily having an external standard against which results are compared

- external competitive benchmarking – information from competitor institutions is used to compare performance in key areas

- external collaborative benchmarking – usually involves collaborative comparisons with a group of institutions who are not immediate competitors

- external trans-industry benchmarking – looks across multiple industries to find new practices

- implicit benchmarking – where external factors – such as market pressures of privately produced data, coordinating agencies or central funding agencies – lead to benchmarking activity within higher education (Alstete, 1996; cited in Schofield, 1998).

The methods used for each type may vary, but common approaches summarised by Schofield (1998) are:

- ideal type standards – a model is created based on idealised best practice. Institutions are assessed on the extent to which they fit that model

- activity-based benchmarking – a typical or representative selection of activities is selected for comparison with selected institutions. Results may be considered in

relation to the specific activities or may be used as a proxy indicator of an entire institution's performance

- vertical benchmarking – examines costs, workloads, productivity and performance of a defined functional area. Benchmarks may be either qualitative (eg successful practices) or quantitative (eg ratios)

- horizontal benchmarking – focuses costs, workloads, productivity and performance of a single process across an institution

- comparison of performance indicators – uses publicly available information such as privately collected and published league tables of performance.

Further classifications include:

- regulatory benchmarking, generally undertaken for accountability purposes. It generally focuses on quantitative indicators, and can be used for comparison across diverse institutional areas, wider groups, and potentially the entire sector. This commonly forms part of the quality assurance cycle

- collaborative benchmarking, which focuses on the process as an aid to collaborative learning and self-improvement. This commonly forms part of the quality enhancement cycle (Jackson, 2001).

Growth of benchmarking in universities

A 1998 Commonwealth Higher Education Management Service (CHEMS) study noted the growing private sector interest in quality enhancement, which eventually spread to similar public sector initiatives. At that time most higher education benchmarking activity was found in the USA, although it was noted that much of what was described as 'benchmarking' in American higher education was in fact mostly the generation of management information to produce performance indicators, seldom extending to identification of best practice or progress towards continuous improvement (Farquhar, 1998). Schofield in the same study suggested that the methodology of benchmarking, with its 'conceptual emphasis on openness of analysis, organisational learning, and an examination of processors rather than narrow focus on input or output data' (Schofield, 1998 p.6), fits a university culture quite comfortably. The (1997) Dearing Report recommended that a new UK quality assurance agency should look at benchmarking academic standards (HMSO, 1997).

In the late nineties (1998) benchmarking was gaining a profile in Australian higher education in response to government quality initiatives, and also as funding circumstances tightened and there was a need to ensure efficient use of funds. Surveying benchmarking projects in Australian universities, Massaro (1998) concluded that generic benchmarking exercises were less successful than those focused on addressing a particular problem, where benchmarking is used as a tool to resolve the problem. This encourages staff to engage with the additional workload imposed by the benchmarking process. Responses to the US-based National Association of College and University Business Officers (NACUBO) benchmarking project, in which some Australian universities participated during the 1990s, suggest that any benchmarking project for universities needs to be higher education-based (not transferred from another industry) and also readily translatable to the Australian higher education context. Benchmarking must also be seen as part of an institution's core business (Massaro, 1998).

Benchmarking in Australian universities

Attention to benchmarking in Australian higher education is growing, partly under the influence of factors such as the AUQA quality audits (Stella and Woodhouse, 2007). Benchmarking has become a popular tool used in monitoring institutional performance against targets but, according to AUQA audit reports, it is used with mixed success. The quality of data collection and its use for feedback and improvement purposes has been criticised and AUQA audits note that benchmarking exercises neither are rarely systematic nor seem to lead to improvement. There is evidence of internal and external benchmarking, and some institutions have also been advised by AUQA to consider benchmarking with international peers. Stella and Woodhouse note that in general universities seem to have considered benchmarking their specific areas of focus; however, while benchmarking information technology and libraries seems well entrenched, for a number of staff and student-related matters AUQA panels 'found no evidence of external measurement against well-chosen external benchmarks' (p. 7). They also note a need for greater consistency and coordination of benchmarking efforts within individual institutions, and stronger oversight of implementation at faculty, division and school levels. These findings support the need for the development of well-chosen benchmarks for foundations programs.

Tools for benchmarking in Australian higher education

Three contemporary benchmarking tools that have been developed specifically for the Australian higher education context are now outlined so as to inform the reader as to what has been achieved to date. Each tool is also judged for its potential role in contributing to the benchmarking of foundations programs. Additional detail is provided on the third tool as it offers the most relevant direction for informing a foundations benchmarking process.

Benchmarking: A manual for Australian universities (McKinnon, Walker & Davis, 2000)

This manual was designed to provide a 'robust, well-tested benchmarking manual' (McKinnon, Walker & Davis, 2000, p. ix), with the objective of finding ways to benchmark the most important aspects of university life. The project was funded by the Department of Education, Training and Youth Affairs (DETYA).

The most relevant benchmarks in this manual, for potential benchmarking in foundations programs, are those for career development (or professional development) of staff (11.4, p. 140), and the teaching environment (6.4, p. 80). The underlying rationale for benchmarking professional development is that an institution can increase its effectiveness and performance by building staff capacity. The rationale for benchmarking the teaching environment is that better quality teaching is created when staff are skilled, supported and enthusiastic. Good practice is outlined, and includes consistent and timely recruitment processes and a planned induction program linked to university goals for all new staff. However, what these involve is not properly outlined in the self-assessment scale and there is a focus on the existence (rather than the quality) of such programs.

This manual has been criticised for being focused on accounting for performance and thus being of limited value to universities seeking to continually improve their practices (Garlick & Pryor, 2004).

Benchmarking the university: Learning about improvement **(Garlick & Pryor, 2004)**

Following the development of the Benchmarking Manual (McKinnon, Walker & Davis, 2000) the Federal Government through its Department of Education, Science and Training (DEST), commissioned another benchmarking project. This project had two initial objectives: to add new elements to *Benchmarking: A manual for Australian universities* (McKinnon, et al., 2000); and to suggest more effective uses of benchmarking given pressures and changes affecting the sector. The project explored the response to the manual and addressed the issues raised by universities, particularly its failure to meet stakeholder needs and limited user-friendliness. The authors proposed an approach to benchmarking which involves five phases:

- comprehensively reviewing the current situation and environment as it relates to the targeted function

- undertaking a process of strategic planning targeted at improvement

- a program of implementation with the resource commitment of senior management

- a process of review to establish the degree to which improvement has occurred

- a recognition that learning from the previous phases can lead to further improved approaches in an ongoing process.

> These five phases see an approach to benchmarking as a holistic and ongoing process leading to real improvement through learning, connectivity and leadership commitment. It is an intrinsic and ongoing part of the operating environment and not a one-off statistical exercise based only on the collection of comparative performance indicators. (Garlick & Pryor, 2004, p. 46)

ACODE Benchmarking project (ACODE, 2007)

The Australasian Council on Open, Distance and E-Learning (ACODE) funded the development of benchmarks for the use of technology in learning and teaching, with the aim of supporting continuous quality improvement. The benchmarks cover eight separate topic areas around the use of technology in learning and teaching, including institutional policy and governance, professional and staff development, and staff support.

The guidelines provided by ACODE for use of the benchmarks are a useful overview of the process, and suggest that they could be readily transferable to other benchmarking exercises (ACODE, 2007).

The ACODE benchmarking framework was trialled across seven Australian universities, each with centres for learning and teaching (Goodacre, Bridgland & Blanchard, 2005). While the benchmarking focus was online learning and teaching, both the process and tools developed may be transferable to Foundations programs.

Performance indicators developed in this project which may be applicable to benchmarking of foundations programs include:

- the staff development provision model is resourced to effectively deliver unit/organisational goals
- professional/staff development programs can be delivered flexibly and address differing skill levels
- where applicable, a mechanism is in place for the coordination of staff development programs with other service units
- the unit has processes in place to: (a) identify organisational staff development requirements; (b) identify individual staff development needs; and (c) to evaluate staff satisfaction with their training (Goodacre et al., 2005, p. 11).

To assess or rate the developed indicators, a number of performance indicator scales were developed. The most relevant for foundations programs are:

1. no processes in place
2. processes in place for some (e.g. to identify individual needs and staff satisfaction) and no feedback loops to planning and practice
3. processes in place for all and feedback loops in place for some
4. processes in place for all and feedback loops to planning and practice for most
5. processes in place for organisational, individual needs and to evaluate staff satisfaction, and feedback loops in place to planning and practice for all (Goodacre et al., 2005).

The project involved participants working together to develop a range of indicators and measures. Participants completed a self-assessment template and then worked with a partner institution to prepare action plans for performance improvement. Feedback from participants on the process employed suggested a need for strong project management, the importance of shared definitions, and the need to develop agreed, robust performance indicators if a benchmarking project is to be successful (Goodacre et al., 2005).

These ACODE benchmarks were successfully employed in a 2007 IRUA group project on e-learning, part of which was to benchmark professional/staff development for effective use of technologies for learning and teaching (Gosper, 2007). The purpose of this exercise was to provide the participating institutions with a snapshot of their strengths and weaknesses in the benchmarked areas, and thus to provide leverage for improvement strategies.

Current practice in foundations programs in Australia

The majority of Australian universities have established a teaching and learning centre or institute, and/or a professional development centre or online portal with resources available to staff and students. A range of online support services such as teaching tips and lesson plans, in addition to performance assessments with constructive feedback, forums and seminars, appears to be available to support newer teachers. Most universities have opportunities for peer review and consultation with members of the teaching and learning centre. Many universities also offer a graduate certificate in higher education/tertiary teaching or a similar post-graduate degree program (Hicks, 2005). Stage 1 of the 2005 round of the Learning and Teaching Performance Fund required that universities show evidence of 'systematic support for professional development in learning and teaching for sessional and full-time academic staff' (DEST, 2005). This, along with an increased focus on quality of learning and teaching, is supporting a trend for professional development programs to improve the practice of established academics, and induction or foundational programs to prepare new academics for their teaching responsibilities. These foundations courses and other induction programs have developed relatively independently according to university context, priorities and resources and this has resulted in programs of diverse content, design and, possibly, varying quality.

Given this growth and the increasing recognition of the importance of such programs in fostering excellence in learning and teaching, it seems an apt time to consider quality issues in relation to foundations programs. As benchmarking has been used across universities with some success in other projects which have a professional development aspect, it may be an appropriate process to support quality enhancement of foundations programs.

Benchmarking foundations programs

While a range of benchmarking projects has been carried out in Australian universities (Stella & Woodhouse, 2007), it is not easy to find evidence of benchmarking activities in relation to professional development programs, or more specifically, Foundations programs. Some examples are provided in the following section to illustrate where benchmarking (in its broadest sense) has been explored in relation to Foundations programs or their nearest comparable program (staff learning and teaching programs and ongoing professional development). Australian examples are firstly presented, followed by international examples.

Preparing Academics to Teach in Higher Education project

The most relevant project is the Preparing Academics to Teach in Higher Education (a Foundations Colloquium project, funded by the Australian Learning and Teaching Council), the project for which this report has been prepared. The project includes mapping of current practice and reporting exemplary approaches to preparing academics to teach in higher education. It ultimately aims to devise a framework for foundational learning and teaching programs that will benefit the sector by promoting a set of shared expectations and understandings about the nature of university learning and teaching, and locating these programs in that wider context. An earlier survey included an exploration of Foundations Programs within Australia (Flinders University, 2003).

The TALDU Benchmarking Project

In 1995 staff of the Teaching and Learning Development Unit (TALDU) at Queensland University of Technology developed a benchmarking project which compared their own Graduate Certificate of Education (Higher Education) with identified examples of best practice in Australia, the USA and UK. The purpose was to improve the way in which university teachers are prepared for their teaching roles at QUT. It is not clear how 'best practice' examples were defined or identified, however ultimately the exercise leaned most heavily on the accreditation requirements of the UK Staff and Educational Development Association (SEDA) (Weeks, 2000).

Monash equivalency determination

Monash University has determined a list of qualifications recognised as equivalent to the Monash University Graduate Certificate of Higher Education (GCHE) (Monash University, 2006). Equivalence is established based on whether a qualification is of the same level and duration as the GCHE and is judged for the purpose of deciding whether new appointees are required to complete the GCHE program when they commence employment at Monash. There is no process of quality measurement or ongoing improvement involved.

The Higher Education Academy (HEA) program accreditation (UK)

The Higher Education Academy (HEA) was established to improve the student learning experience in the UK. As part of this role it accredits learning and teaching training programs as well as continuing professional development schemes offered by UK universities. The reference point for accreditation is the UK *Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (UK PSF) (HEA, 2006). This Framework was developed by the HEA on behalf of Universities UK, GuildHE and the four UK higher education funding councils after consultation with the higher education sector and provides a set of external, national-level standards. The Framework consists of 'three standard descriptors each of which is applicable to a number of staff roles and to different career stages. The standard descriptors are underpinned by areas of professional activity, core knowledge and professional values' (HEA, 2006).

For accreditation to be achieved, a professional development activity must be explicitly aligned with the UK PSF. The accreditation process explores a range of issues, including institutional interpretation and application of the Standards Framework, how the professional development activity requires participants to demonstrate knowledge and understanding of subject pedagogy, and what the demonstrated institutional-level commitment is to supporting staff with ongoing professional development. The accreditation process is designed to be a collaborative and developmental one which enables institutions to share ideas, share institutional and other contextual constraints and opportunities, and share ideas on future professional development opportunities and requirements.

The HEA (2008) suggests that benefits of participation in the accreditation process include:

- support to institutions for professional development and recognition of their staff
- a means of promoting and sharing good practice in professional development
- a means of demonstrating to students and other stakeholders national calibration with the UK PSF (p. 1).

Recommendations from a 2006 review of the accreditation process point to the need for an effective process to emphasise an integrated and developmental approach; facilitate the creation of 'bespoke' institutional processes, and meet the needs of different discipline areas and teaching roles (Palastanga, 2006). The review also suggest that the HEA should evaluate the impact of the accreditation process by undertaking and encouraging further research into the impact on the student learning experience of the development and professional recognition of teachers and the accreditation of programs.

The Bologna Process, specifically the Erasmus Program

The Erasmus Lifelong Learning Program aims to enhance mobility of students and staff across Europe (Official Journal of the European Union, 2006). Staff have the opportunity to apply for a grant to support their work or training in other countries that have an Erasmus University Charter (EUC), with the aim that good practice and knowledge are shared, skills are transferred and opportunities for professional development are maximised. The reference point is the EUC, which sets out fundamental principles and minimum requirements with which a higher education institution must comply when implementing activities under the Erasmus program. These requirements relate to the quality of implementation of the scheme and recognition for those involved in it. Charters are awarded by the European Commission on the basis of information in formal applications supplied by universities.

To receive a Charter universities must be benchmarked against an external reference point (or perhaps rather demonstrate compliance with it), however, the actual developmental activities in which staff participate do not appear to be regulated or measured in any way (Official Journal of the European Union, 2006).

The 'Tuning' project

The 'Tuning' project was designed by a group of universities operating in the Bologna context, where programs of study are expected to be sufficiently transparent and comparable to facilitate mobility and recognition. The name 'Tuning' was selected to reflect the goal of achieving points of reference, convergence and common understanding, rather than uniformity (Gonzalez & Wagenaar, 2003).

The project members consider quality, particularly in the design, implementation and delivery of curricula. The approach is based on the following features:

- an identified and agreed need
- a well described profile
- corresponding learning outcomes phrased in terms of competency

- correct allocation of European Community Course-Credit Transfer System (ECTS) credits to program units
- appropriate approaches to teaching, learning and assessment (Gonzalez, Isaacs, Sticchi-Damiani & Wagenaar, n.d., p. 2)

The focus is on quality enhancement, and the process emphasises competences as the basis of curriculum. The initial phase of the project developed a model for designing a program of study. As many of the steps described may be of relevance of benchmarking of professional development programs they are reproduced in full below:

- necessary resources must be available
- a need must be demonstrated and be established through a consultation process of relevant stakeholders
- the degree profile must be well described
- a set of desired learning outcomes have to be identified and expressed in terms of generic and subject specific competences
- academic content (knowledge, understanding, skills) and structure (modules and credits) must be established and described
- appropriate teaching, learning and assessment strategies to achieve the desired learning outcomes must be identified
- an appropriate evaluation and quality assurance and enhancement system focussing in particular on the consistency and implementation of the curriculum as a whole must be set up (Gonzalez et al., n.d., p. 3).

Conclusions: Advantages and disadvantages of benchmarking

Benchmarking can be used at any development phase; identifying, planning, monitoring, evaluation and review. Benchmarking has the potential to identify strengths and weaknesses, indicate areas in need of improvement, promote areas of achievement, generate ideas and develop networks. Benchmarking is a tool for quality improvement and forms part of the quality cycles. It may be most useful to engage in Quality Assurance benchmarking, to identify areas of strength and weakness, and follow this with ongoing Quality Enhancement benchmarking within these areas. The literature also provides useful guidance on factors to consider when planning any benchmarking.

When benchmarking is used primarily for Quality Assurance it can enable a study of a wide range of indicators at various levels; allow for a comparison with partners/ competitors, and, if these partners are international, provide an efficient process to enable this; assist to identify priorities and make weaknesses apparent. Disadvantages can include the difficulties that may arise including: the process of developing indicators (Flowers & Kosman, 2008), with defining and collecting data, and that the process often provides direction but minimal information for further enhancement and development.

Benchmarking for Quality Enhancement can focus on issues that increase effectiveness; create opportunities for organisational development; enable a detailed exploration of drivers necessary for success and efficiency, and increase

acceptance of subsequent changes. A main disadvantage of this process is that it is time-consuming and resource intensive.

In general, a range of factors should be considered when planning to undertake any benchmarking process in Higher Education. It is necessary to have a very clear idea of why a benchmarking exercise is being undertaken, what the intended outcomes are, and what process will be followed. Ideally, appropriate amounts of time should be spent determining and defining indicators, data collection and collation methods, but it is important that measures are not over-emphasised. To achieve the best outcomes from benchmarking activities, an institution must explore and be aware of its own systems and processes before comparison, and indicators of excellence or high impact should be selected over those considered achievable or convenient. The design and strategy for benchmarking should allow sufficient time and room for improvement, and include a system for prioritising issues, to avoid both random selection, and overzealous attempts to 'fix' everything at once. Most critically, benchmarking exercises should be embedded with quality systems, be perceived as ongoing and necessary processes, and reflect contextual diversity.

Recommendations for benchmarking foundations programs

Several key suggestions, to guide the development of a benchmarking process for Foundations, can be drawn from the review of literature and past projects. Any benchmarks developed, together with the process to support their implementation, need to be Higher Education based as it has been argued (Massaro, 1998) that they can not be transferred from other industries. These benchmarks need to be well chosen, used consistently and in a coordinated and strategic manner (Stella & Woodhouse, 2007). The ACODE project (2007) successfully used and generated benchmarking indicators together with a criteria or rating system. This approach could inform the development of benchmarks for Foundations programs.

Internationally, the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (HEA, 2006) supports the possibility and efficacy of the development of a national framework for benchmarking Foundations. The Framework also demonstrates the successful application of using standard descriptors. The conceptual rationale underlying the Tuning project being that of "tuning" into an achievable point of reference (Gonzalez & Wagenaar, 2003) offers a fundamental paradigm of flexibility. This flexibility should also provide relevance to any benchmarking process as organisations can fine tune the process in response to their identified contextual needs.

The approach

The current project aims to use benchmarking as a peer review process to assist in quality assurance and quality enhancement of preparation or development programs for newer university teachers. Benchmarking offers the potential to allow a point of comparison for preparation programs nationally, and ultimately the possibility of an external validation process.

In order to meet the aim of quality enhancement as well as quality assurance, it is important to develop a process which can be an aid to collaborative learning and self-improvement. We propose that the approach known as *sector benchmarking* (Woodhouse, 2000) is the most likely to meet this requirement. That is,

benchmarking partners should come from within the higher education sector, and will work together cooperatively on the process.

The advantages and benefits of this method include:

- comparing like with like: that is, programs from similar environments, with similar goals
- sharing of knowledge for mutual benefit.

Issues to be aware of include:

- the need for strong central coordination
- the need to ensure that benchmarking partners are appropriately selected
- need for common will to achieve stated aims
- the labour intensiveness for all participants.

For such a process to be successful, it is essential that partners are clear about the intended outcomes from the exercise and the process to be followed; the process requires very clearly defined parameters. We recommend adopting the philosophy of the 'Tuning' process discussed earlier, where the goal is to achieve points of reference, convergence and common understanding, rather than uniformity (Gonzalez & Wagenaar, 2003).

As for method, we propose that the aims of the project will best be met by the development of an ideal type standards model based on *idealised best practice* (Schofield, 1998). However, in the context of benchmarking Foundations, we recommend modifying this to the use of good practice statements or standards. Institutions and programs can then self-assess against negotiated standards and identify areas in which they might work towards improvement. This model also provides a framework for assessment or comparison of institutions through an external assessment process, if that is considered desirable.

Advantages and benefits include of this particular approach include:

- ability to reference these 'ideal standards' against existing international frameworks, standards and guidelines, such as those from the UK Higher Education Academy and those developed by the EU Tuning project
- degree of flexibility as institutions can select standards relevant to their own activities
- institutions may use standards for self-assessment purposes or choose to engage in a broader activity with one or more institutions
- sharing comparative data and information in a truly collaborative fashion would allow institutions to develop improvement strategies based on each others' practice
- institutions can refer to standards in an ongoing way, to foster continuous improvement and to monitor progress towards best practice.

Possible pitfalls include the difficulty/labour intensiveness of negotiating the standards. It is necessary to agree upon appropriate indicators and ensure that they are well defined and measurable. It is also necessary to understand the reasons

why these are the reference points for best practice in the area of Foundations programs.

The process

The guidelines developed by ACODE for use of their benchmarks provide a useful structure for any proposed benchmarking process which will use previously-determined performance indicators. The guidelines can be used within an institution, or to develop comparative data between institutions.

Summarised briefly the steps are:

- secure commitment for the exercise, from senior staff and from colleagues
- carry out a self-assessment process
- share these assessments with the benchmarking group
- carry out peer review assessments
- identify priority areas for improvement
- select partners for improvement purposes
- develop strategies for improvement based on the partnering process
- prepare action plans for self improvement (ACODE, 2007, pp. 7-8).

Before this stage is reached, it is necessary to develop statements of best practice with performance indicators. To underpin these we recommend that the project draws on a meta-analysis of data collected relating to Foundations programs in Australian universities (for example, Goody, Appendix 1; Hicks, 2005) to direct the generation of standards. This data can be compared and moderated with the international points of reference mentioned above to develop a series of draft best practice statement, and would also serve to provide institutions with a preliminary snapshot of the extent to which they are meeting best practice. Two partner institutions (initially nationally) need to be identified from the project team to work towards refining the standards and piloting their application.

Performance indicators

We propose the following rubric structure (Table 1) which includes some preliminary and indicative best practice statements for discussion. It may be that not all statements are relevant for all organisations at all times, so selected statements may be used in a benchmarking process. It may also be desirable to establish an organising structure for statements - for instance grouping those relevant at institutional level, departmental/ faculty level, and program level; or grouping by such headings as Policy Issues, Curriculum Issues and so on. Indicative level descriptors are also provided for three of the statements for illustrative purposes.

Statement	Standard			
	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)
The institution has clear, well established and understood policies and processes to support new teachers	Clear evidence of a policy which mandates completion of a Foundations program or recognition of prior learning, underpinned with processes to support new academics.	Policies support professional development without mentioning a Foundations program. or Policies are difficult to locate or there is a lack of awareness of the policies.	No related policy, but processes are in place to support new teachers. or Related policy, but no processes in place to support new teachers.	No related policy and No process to support new teachers.
The program models a scholarly approach to teaching	The program, in its design and operation, is framed by and exemplifies a sustained scholarly approach to learning and teaching.	Program is framed by a scholarly paradigm but this is not sustained throughout (e.g. in activates, context, networks).	No coherent scholarly framework but some ad-hoc or non-systemic references and links made to the literature.	No underlying or underpinning scholarly framework.
The program has a clear set of desired learning outcomes	A set of clearly articulated learning outcomes which are achievable, measurable and appropriate to the level of study.	A set of learning outcomes that include some outcomes that are not clear or achievable.	No identified learning outcomes but program objectives, goals or aims are articulated.	No identified learning outcomes.
Program documentation refers to curriculum organisation and design				
Academic content is clearly described				
Appropriate resources are available (staffing, financial, information)				
Appropriate teaching, learning and assessment strategies to achieve desired learning outcomes are identified				
The program is linked to university goals				
The program is linked to university policies (on professional development; promotion; performance)				
An appropriate evaluation and quality assurance and enhancement system is established				

(Adapted from Solomonides, 2008)

Table A3.2. Summary of recommendations

Recommendation 1
Sector benchmarking (Woodhouse, 2000). Benchmarking partners should come from within the higher education sector, and will work together cooperatively on the process (members of the sub-project team).

Recommendation 2
Adopting the philosophy of the 'Tuning' process where the goal is to achieve points or reference, convergence and common understanding, rather than uniformity (Gonzalez & Wagenaar, 2003).

Recommendation 3
That the aims of the project will best be met by the development of an ideal type standards model based on *idealised best practice* (Schofield, 1998). However, in the context of benchmarking Foundations, we recommend modifying this to the use of good practice statements or standards.

Recommendation 4
That the guidelines developed by ACODE for use of their benchmarks be adopted as the process for the benchmarking of foundations (hence ensuring quality assurance and quality enhancement).

Recommendation 5
The development of statements of good practice with performance indicators which are informed by a meta-analysis of data collected relating to Foundations programs in Australian universities.

PATHE project phase 3 implications

This background paper provides direction for the PATHE (Colloquium) sub-project *the principles and practice of benchmarking in Foundations of University Teaching programs*. Implications for Phase 3 of the PATHE project include the implementation of the five key recommendations. The development of statements of good practice with performance indicators will be strengthened with the involvement of all team members. It is then anticipated that Phase 4 will consist of piloting the statements of good practice between partner institutions (initially nationally) and generating case study resources of the process of benchmarking to support the good practice indicators for university teaching Foundations programs in Australia.

This project is also cognisant of the need to consider contemporary external influences which may impact on project direction. Nationally, these factors include the Review of Australian Higher Education Report (the Bradley Report) (DEEWR, 2009), AUQA's terms of reference (2006) and findings emerging from the ALTC's National Teaching Quality Indicator's Project (n.d.), while internationally the impact of the proposed UNESCO guidelines (2005) and how they may impact on emerging standards will need to be monitored.

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Appendix 4: Guidelines for benchmarking

Marina Harvey, Coralie McCormack, Ian Solominides and Nick Szorenyi-Reischl, 2009

These guidelines to benchmarking foundations programs are premised upon the following assumptions.

- Foundations programs are considered to be "formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university" (PATHE, 2007, p. 1). One key assumption of this project is that foundations programs, to successfully participate in a benchmarking process, are substantive programs (as opposed to one off brief workshops).

- Flexibility is essential to a successful benchmarking process. We have adopted the philosophy of the 'Tuning' process, where the goal is to achieve points of reference, convergence and common understanding, rather than uniformity (Gonzalez & Wagenaar, 2003). This flexibility should also provide relevance to any benchmarking process as organisations can fine tune the process, through collaborative negotiation, in response to their identified contextual needs.

Why benchmark?

Before commencing on a benchmarking process it is important to consider what it is hoped will be achieved from the exercise. For instance, is the purpose: quality assurance or quality enhancement?

Which process?

The purpose of the exercise will influence the type of benchmarking to be used. Types of benchmarking you might consider are shown in Table A3.1.

The Foundations of University Teaching benchmarking criteria and standards assume that you are undertaking a benchmarking or self-assessment exercise for the purpose of either quality enhancement or quality assurance. The criteria and standards are designed to be used as a self-assessment tool or for a benchmarking exercise with one or more partner institutions.

Table A4.1. Examples of types of benchmarking

Type	Function
Internal benchmarking	where comparisons are made against another office or functional unit within the same organisation
Public information	publicly available data about another organisation is used; there is no need for the other organisation to agree or to be formally designated a benchmarking 'partner'
Sector benchmarking	benchmarking partner or partners in the same sector are selected. Comparison extends to information known only within the organisations and may focus on an aspect of operation, or the organisation as a whole
Generic benchmarking	comparing processes and practices regardless of the nature of business of the partner
Best practice benchmarking	where the comparator selected is believed to the best in the area to be benchmarked. (Woodhouse, 2000, cited by Stella & Woodhouse, 2007)
'Gold Standard'	benchmarking against some reference criteria such as statements from professional, statutory and regulatory bodies
A self-assessment exercise	where you assess your organisation against established criteria/ indicators

The four stages of the benchmarking process

1. Selecting your benchmarking partner/s and establishing process parameters
2. Preparatory stage
3. Formal benchmarking process
4. Reporting, reflection and writing up.

1. Selecting your benchmarking partner/s and establishing process parameters

There are several issues to consider when selecting a benchmarking partner. These may include selecting a university:

- which is similar to yours in terms of its offerings, size, grouping
- with which you are not in competition (e.g., for enrolments)
- with which you already have established links, agreements or arrangements (at an individual, departmental or organisational level).

Successful benchmarking can be achieved only once the partner universities have established a relationship of trust. The following strategies can support you in achieving this:

- adopting an open and collaborative approach, including ensuring that partners are aware of each other's political-cultural contexts (benefits, constraints, risks)
- agreeing on the purpose and process of the benchmarking exercise
- each party having a clear understanding of the workload and commitment involved in this process, together with a clear delineation of roles and responsibilities

- negotiating a timeline for the benchmarking project
- ratifying formal funding agreements if such agreements exist (for instance, if benchmarking has been funded by a grant, then determine financial responsibilities and costs)
- agreeing upon and identifying the sources of evidence to be collected and how they are to be used
- considering and agreeing upon protocols for any emerging publications and/or other forms of dissemination, whether they be joint or individual, such as inclusion of a generic statement of acknowledgement (see below).

Individual universities may also have protocols, processes or guidelines in place for any benchmarking or collaborative project. Investigate if any guidelines are applicable within your own organisation.

2. Preparatory stage

Criteria. Part of the benchmarking process includes the partners deciding on which criteria will be used and, if a need is identified, which new criteria need to be developed. The standards developed for each criterion also need to be reviewed for semantic relevance.

Selecting criteria. Each of the four domains has multiple criteria. It is possible that not all criteria will be applicable to your university contexts. As part of the early process the benchmarking organisations need to review the criteria and agree upon which are to be used for the benchmarking process. In addition, wording of some criteria may need to be adapted to reflect your specific context, for example, 'faculty' may be changed to 'school'.

Adding criteria. As you undertake the benchmarking process you may have insights into the need to develop additional criteria. Universities are invited and encouraged to develop additional criteria in response to their benchmarking needs. If new criteria are developed, then you are requested to share these with the authors to inform the ongoing development, refinements and quality enhancement of this tool.

Contextualising standards. Criteria may be achieved in a range of different ways. Hence, benchmarking participants are encouraged to add additional 'but' or 'or' examples in the standards descriptors to reflect their own context. As with the development of new criteria, you are requested to share additions to the standard descriptors with the authors to inform the ongoing development, refinements and quality enhancement of this tool.

Domains. Inclusion of all four of the benchmarking domains provides you with an opportunity for a comprehensive review of your foundations program. Alternatively, you also have the option of selecting one or more of the domains as the focus of your benchmarking exercise if this meets your needs. For example, you may choose to only focus on Domain 2: Curriculum and Content and then extend the benchmarking process into a peer review of curriculum.

Good practice statements, criteria and standards for each of the four domains are presented at the end of this appendix (pp. 86−97).

3. Formal benchmarking process

Each of the benchmarking partners needs to be provided with a copy of the *Benchmarking criteria* document in a writable format. Partners need to agree on how to use the documents to record any agreed changes to criteria, cross reference their source of evidence and note their own results. It is advisable for each partner to undertake a brief self-assessment against the criteria before the formal benchmarking process. This self-assessment provides the opportunity to identify and then collect relevant sources of evidence.

4. Reporting, reflection and writing up

At the conclusion of the benchmarking process each partner institution may wish to sign off on the *Confirmation of benchmarking statement* (see below). The final report should respond to and align with your original purpose. For example, if you were working towards quality enhancement then, after reflection, you should develop strategies for improvement based on the partnering process, and prepare action plans for enhancement of your foundation program and associated processes (after ACODE, 2007, pp. 7-8).

Generic statement of acknowledgement

We would like to acknowledge the contribution of (insert name/s if relevant) of (institution/s) for (name resource/ material) developed (year of development, if known).

Part A

Confirmation of benchmarking statement for foundations programs

Names of partner institutions

Names of programs benchmarked

Date/s of benchmarking process

Part B

Summary report

Purpose of benchmarking process

Process followed

For example:

1. selecting your benchmarking partner/s and establishing process parameters
2. preparatory stage
3. formal benchmarking process
4. reporting, reflection and writing up.

Outcomes and recommendations emerging:

- develop strategies for improvement based on the partnering process
- prepare action plans for self improvement.

Benchmark domain 1. Strategy and policy governing foundations programs

Good practice statement: The institution dedicates an appropriate level of resources to support of the Foundations program and embeds it in institutional policy and strategy with clearly expressed expectations about:

- Who should attend
- Benefits of attendance
- Links to career progression
- Links to good teaching
- Resourcing.

Criteria and standards

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
1.1 The importance of the Foundations program is recognised by institutional policies that mandate attendance for all teaching staff (including sessional/ casual)	Participation in Foundations is mandated and enforced at institutional level for all teaching staff except for those who provide evidence of completion of an equivalent program	Participation in Foundations is mandated at institutional level, but not enforced *and/or* Participation in some components of the Foundations program is mandated at institutional level *or* Identified categories of staff (e.g. staff new to teaching, less experienced staff, newly appointed staff, early career, ongoing, sessional) are required to complete the Foundations program or provide evidence of equivalence.	Participation is not mandated at institutional level but encouraged through a range of pathways, e.g. through probation, conditions of employment *or* there are other structures to support new staff	Participation is not mandated at any level of the institution	Policy documents Probation requirements Conditions of employment Planning documents	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
1.2 The importance of the Foundations program is recognised by departmental and/or faculty policies that mandate attendance	Participation in Foundations is mandated and enforced at departmental or faculty level	Participation in Foundations is mandated at departmental or faculty level, but not enforced *and/or* Participation in some components of the Foundations program is mandated at departmental and/or faculty level	Participation is not mandated at departmental or faculty level but is encouraged through a range of pathways, e.g. through probation, conditions of employment or a performance and development review process	Participation is not mandated at any level of the department or faculty	Policy documents; Probation requirements; Conditions of employment; Planning documents; Performance and development review process; Records of attendance and/or completion for Foundations program	
1.3 The Foundations program is resourced and funded at a level consistent with its place in institutional policy	The Foundations program is resourced and funded at a level consistent with its place in institutional policy. E.g. adequate funds (to achieve institutional goals) are allocated at an institutional level and/ or funds are allocated at the level of a central LT unit	The Foundations program is resourced and funded at an institutional level *but* not at a level consistent with its place in institutional policy	The Foundations program is not resourced or funded at a level consistent with its place in institutional policy *but* *ad hoc* and minimal resourcing is allocated, e.g. at department/ faculty level	The Foundations program is not resourced or funded at a level consistent with its place in institutional policy	Budget allocations - for Foundations program, or for central LT unit	
1.4 The Foundations program is aligned with university strategic and operational plans	The Foundations program is aligned with both university strategic and operational plans	The Foundations program is aligned with strategic or operational plans at university, faculty or departmental level	The Foundations program is not directly aligned but alignment could be inferred from strategic and/ or operational plans	The Foundations program is not aligned with any university strategic or operational plan	Cross-reference to elements of relevant university strategic and operational plans, e.g. Learning and Teaching plan; Graduate capabilities/attributes; Values or ethics framework; Technology plans; Curriculum renewal	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
1.5 Information about Foundations programs is disseminated across the university	Information about Foundations programs is disseminated across the university	Information about the Foundations program is disseminated but not across all levels e.g. only at organisational or faculty or departmental levels or collegially through individuals	Information about Foundations programs is not disseminated	No information about Foundations programs is disseminated	Information is easy to locate on university website e.g. Google search Staff are familiar with the policy and know how to apply it, or can provide evidence of the ways in which they apply it Foundations program is an agenda item at Dept/ Faculty meetings The group responsible for delivering the program (learning and teaching centre, faculty) makes information readily available Internal university communications e.g. staff bulletins, include information on programs	
1.6 There is institutional support or incentive for participation in Foundations program	There is institutional support or incentive for participation in Foundations program, for instance sponsorship of fees, bursaries for time release, probation/ promotion guidelines (for individuals); teaching index arrangements, funding to LT support staff who run programs (for work units)	There is some institutional support; incentives may or may not be present or participation in Foundations program; or support and incentives are available only to some staff.	There is no institutional support or incentive for participation in Foundations program but departments/faculties may offer some support or incentive	There is no institutional support or incentive for participation in Foundations program	Sponsorship of fees, bursaries for time release, probation/ promotion guidelines, teaching index arrangements, funding to LT support staff who run programs Paying for sessional staff to attend	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
1.7 Completion of the Foundations program is a requirement of probation	Completion of the Foundations program is a requirement of probation	Completion of the Foundations program is a requirement of probation for selected groups of staff	Completion of the Foundations program is not a requirement of probation *but* may be specified	Completion of the Foundations program is not a requirement of probation		
1.8 Completion of the Foundations program is recognised as evidence of scholarly development in promotions processes	Completion of the Foundations program is recognised as evidence of scholarly development in promotions processes	Completion of the Foundations program is recognised as evidence of scholarly development in promotions processes for some staff	Completion of the Foundations program may be recognised (discretionary) as evidence of scholarly development in promotions processes for some staff	Completion of the Foundations program is not recognised as evidence of scholarly development in promotions processes	Promotions policy, guidelines or procedures	
1.9 There is a clearly defined pathway from Foundations to further postgraduate study in the area	There is a clearly defined pathway from Foundations to further postgraduate study in the area. Structural links between the two programs are evident and may, for instance, allow some work completed in the Foundations program to be counted towards PG study requirements (e.g. Graduate certificate)	There is a defined pathway from Foundations to further postgraduate study in the area *but* there are weak, or no, structural links	There is no direct pathway from Foundations to further postgraduate study *but* it is possible to undertake additional PG studies	There is no pathway from Foundations to further postgraduate study as no further study options are available	Documents defining or describing structural links Enrolment criteria Criteria for credit/ advanced standing	

Benchmark domain 2: Curriculum and content

Good practice statement: The program has a clearly articulated philosophy, conceptual framework and/or a rationale which is based in pedagogical theory. This is consistent across aims, learning outcomes, content, assessment and delivery of the program. The program is sufficiently flexible to meet the needs of a diverse range of participants.

Criteria and standards

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
2.1 Learning outcomes align with university policy and plans	Learning outcomes align with university policy and plans	Learning outcomes align with some university policy and plans *or* align to some extent with university policy and plans	Learning outcomes do not explicitly align with university policy and plans but there is evidence of some coherence; *or* alignment can be extrapolated	No learning outcomes are specified.	Cross-reference between elements of university policy and plans and Foundations program documentation e.g. Generic skills Graduate capabilities/attributes	
2.2 The program's guiding philosophies and/or conceptual frameworks are clearly stated	The program's guiding philosophies and/or conceptual frameworks are clearly stated	The program's guiding philosophies and/or conceptual frameworks are stated *but* are not consistently applied to curriculum outcomes, content, assessment, and/or delivery	The program's guiding philosophies and/or conceptual frameworks are not clearly stated *but* there is evidence of some underpinning philosophy and/or conceptual framework	The program's guiding philosophies and/or conceptual frameworks are not clearly stated	Program outline Program notes and handouts Information on program web page Information in program online unit	
2.3 The program models a scholarly approach to teaching	The program, in its design and operation, is framed by and exemplifies a sustained scholarly approach to learning and teaching e.g. in such areas as curriculum outcomes, content, assessment, and/or delivery; a range of teaching strategies are modelled throughout the program	Program is framed by a scholarly paradigm *but* this is not consistent throughout (e.g. in activities, content)	There is no coherent scholarly framework *but* some *ad hoc* or unsystematic references and links are made to the literature	There is no underlying or underpinning scholarly framework	Alignment of program Participant evaluations Facilitators' reflections. Developers are scholars in the area, e.g. have researched, published, studied, taught in learning and teaching in higher education. Program references Modelling different teaching styles	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
2.4 The aims of the Foundations program are clearly stated and accessible to program participants and the wider institution	The aims of the Foundations program are clearly stated and accessible to program participants and the wider institution	The aims of the Foundations program are clearly stated but not easily accessible to program participants and/ or the wider institution	The aims of the Foundations program are not clearly stated and accessible but may be inferred from other program documents	The aims of the Foundations program are not clearly stated and/ or the aims are not accessible to program participants and/ or the wider institution; or aims do not exist at all	Documents stating aims	
2.5 The program is sufficiently flexible to meet the diverse needs of participants	The program is sufficiently flexible to meet the diverse needs of participants	The program offers some degree of flexibility or adaptability to respond to participant needs	The program offers no flexibility but individual participants may negotiate or request some adaptations	The program offers no flexibility	Mixed modes of delivery Content and resources applicable to diverse participants Content and resources have been reviewed to ensure they meet accessibility requirements (see note at end) Examples of negotiation with participants e.g. make-up or completion tasks	
2.6 The program is sufficiently flexible to accommodate disciplinary perspectives	The program is sufficiently flexible to accommodate disciplinary perspectives	The program offers some degree of flexibility or adaptability to respond to disciplinary needs	The program offers no flexibility but individual disciplines, departments or faculties may negotiate or request some adaptations	The program offers no flexibility	Adaptability of program content and resources to meet disciplinary needs	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
2.7 Requirements for completion of the Foundations program are clearly stated	Requirements for completion of the Foundations program are clearly stated	Requirements for completion of the Foundations program are stated *but* are ambiguous, or open to interpretation	Requirements are not stated but can be inferred, or can be made available upon request	Requirements for completion of the Foundations program are not clearly stated	Program documentation containing requirements for completion. Note: requirements may include attendance; participation; completion of specified assessment task.	
2.8 The program has clearly stated and aligned learning outcomes	The program has a set of clearly stated learning outcomes which are aligned with the content, learning and teaching activities and assessment	The program has a set of learning outcomes *but* some outcomes are not: clear *or* aligned	The program has no identified learning outcomes *but* program objectives, goals or aims are articulated *or* learning outcomes may be inferred from program delivery and materials *or* may be gradually articulated throughout the program	The program has no identified learning outcomes	Program documents	
2.9 Academic content is clearly described	Academic content is clearly described	Academic content is outlined *but* the outline lacks depth and/or clarity	Academic content is not clearly described *but* can be inferred from program notes, resources or other documents *or* is available upon request	Academic content is not clearly described	Program documents	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments
2.10 Program content covers key issues in learning and teaching and assessment in higher education	Program content covers key issues in learning and teaching and assessment in higher education	Program content covers key issues in learning and teaching and assessment in higher education but there is a reliance on covering dated issues or this program covers few contemporary issues	Program content is dated but there is some acknowledgement (formal or informal) of contemporary issues	Program content is dated, for instance all references are older than 10 years	A listing of contemporary issues as agreed by benchmarking partners Evidence of program review inclusive of documentation of changes Resource lists Program curriculum	Benchmarking partners to identify and agree upon the key issues in learning and teaching and assessment for this criterion
2.11 Required assessment and grading criteria are clearly described	Required assessment and grading criteria are clearly described	Required assessment and grading criteria are not clearly described;	Required assessment and grading criteria are not evident but are available upon request	Required assessment and grading criteria are not evident	Program documentation, e.g.: Assessments are graded/ungraded; some pass/ fail.	
2.12 The learning and teaching strategies are consistent with the stated philosophy and conceptual framework	The learning and teaching strategies are consistent with the stated philosophy and conceptual framework	Learning and teaching strategies are somewhat consistent with the stated philosophy and conceptual framework or either learning or teaching strategies are consistent; or Learning and teaching strategies are not clear but may be consistent with the conceptual framework in practice	The learning and teaching strategies are not consistent with the stated philosophy and conceptual framework but could be easily developed to become so	The learning and teaching strategies are not consistent with the stated philosophy and conceptual framework	Program documents and resources	If no conceptual framework is described, criterion is N/A
2.13 Resources support and align with the philosophy of the program	Resources support and align with the philosophy of the program	Some resources support and align with the philosophy of the program	Resources do not support or align with the philosophy of the program but there are moves to rectify this or the alignment requires clarification or articulation	Resources do not support or align with the philosophy of the program	Program documentation; resources documentation	

Accessibility and foundations programs

- Content and resources need to be reviewed to ensure they meet accessibility requirements
- Materials developed need to be accessible using assistive technologies such as JAWS. In practice this means having them available before the program commences and in either Word or HTML format.
- Online or multimedia materials must be W3C compliant.
- Venues where Foundations programs are facilitated should be fully accessible to participants with disabilities and near accessible facilities such as toilets and parking.
- The program should be structured in such a way as to permit breaks every 60 minutes.
- If catering, be aware of cultural inclusivity and dietary issues.
- Ensure all group activities are sensitive to potential disabilities, medical conditions and religious/cultural sensitivities.

Benchmark domain 3: Program structure

Good practice statement: The program is offered in a way that meets the needs of the participants. Program length is sufficient to address key learning and teaching issues (as evidenced by a rationale that shows issue has been considered, and the decision is a response to organisational needs).

Criteria and standards

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments and/or adaptation of standards
3.1 The length of the program is commensurate with the achievement of learning outcomes across the range of key issues in learning and teaching	The length of the program is commensurate with the achievement of learning outcomes across the range of key issues in learning and teaching	The length of the program is commensurate with the achievement of learning outcomes *but* there is variability in the extent to which individual learning outcomes are achieved	The length of the program is insufficient *but* optional/additional sessions are available to achieve learning outcomes	The length of the program is insufficient to adequately cover the learning outcomes	Program documents Evaluation data	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments and/or adaptation of standards
3.2 The program is scheduled with consideration to the university calendar and demands and needs of stakeholders	The program is scheduled with consideration to the university calendar and demands and needs of stakeholders	The program is scheduled with consideration to the university calendar but demands and needs of stakeholders are not met *or* stakeholder needs and demands are satisfied but the program conflicts with the university calendar	Program scheduling takes no account of the university calendar or demands and needs of stakeholders *but* there is the option of requesting additional or alternative schedules	Program scheduling takes no account of the university calendar or demands and needs of stakeholders	Rationale or justification for programming schedule Feedback from participants Evidence of consultation with university community Flexibility of completion Scheduling of topics and/or assessment tasks	
3.3 The program is offered in more than one mode so as to better meet the needs of participants	The program is offered in more than one mode so as to better meet the needs of participants, e.g.: block teaching, online, on campus, learning contracts, blended	The program is offered in more than one mode *but* the alternative modes do not meet the needs of participants	The program modes is not offered in alternative modes *but* individuals may negotiate a more suitable delivery mode	The program is not offered in alternative modes.		

Benchmark domain 4: Quality assurance

Good practice statement: The program is taught by suitably qualified staff and subject to a regular process of quality assurance and enhancement.

Criteria and standards

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments and/or adaptation of standards
4.1 Facilitators of the program possess relevant qualifications and experience	Facilitators of the program possess relevant qualifications and experience	Most facilitators of the program possess relevant qualifications and experience	Facilitators of the program possess no relevant qualifications but have some experience *or* facilitators possess relevant qualifications but are inexperienced	Facilitators of the program possess neither relevant qualifications nor experience	'Relevant qualifications and experience' are to be determined by benchmarking partners e.g. have at least completed the program they are teaching in, demonstrate scholarship or leadership experience in area, professional standing in area	
4.2 Facilitators of the program demonstrate a commitment to continuing professional development in areas appropriate to the program	Facilitators of the program demonstrate a commitment to continuing professional development in areas appropriate to the program	Some facilitators of the program demonstrate a commitment to continuing professional development in areas appropriate to the program, *but* not all	There is no evidence that facilitators of the program have participated in any relevant continuing professional development program, *but* there is a commitment to participate in the future	There is no evidence that facilitators of the program have participated in any relevant continuing professional development program	Listing of professional development activities	
4.3 The program undergoes regular cycles of formative and summative evaluation	The program undergoes regular cycles of formative and summative evaluation	The program undergoes regular cycles of either formative or summative evaluation *or* evaluation is not in line with institutional policy *or* review cycles are too lengthy	The program does not undergo any regular cycles of either formative or summative evaluation *but* participates in *ad hoc* reviews	The program does not undergo any regular cycles of either formative or summative evaluation	short-term/immediate longer-term impact benchmarking with other programs (via Foundations colloq) participants only – evaluations and reflections participants, presenters, other stakeholders (e.g. heads of school) Annual reports Institutional policy on reviews	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments and/or adaptation of standards
4.4 Program resources undergo a regular process of critical review and updating	Program resources undergo a regular process of critical review and updating	Program resources undergo a process of critical review and updating but this may not be critical, regular or reviews are undertaken but there is no follow-through	There is no formal or systematic process but individual components may undergo *ad hoc* review	There is no process of critical review	Documentation of ongoing development and evolution of resources	
4.5 Feedback is collected from participants (for use in formative and summative evaluations)	Feedback is collected from participants	Feedback is collected from participants but this is not systematic	No feedback is collected from participants but participants may offer *ad hoc* feedback	No feedback is collected from participants	Throughout the program At the end of the program After the program is completed and a period of time has elapsed	
4.6 Evaluations are used to inform ongoing development of the program	Evaluations are used to inform ongoing development of the program	Evaluations are used to inform ongoing development of the program, but limited to sections of the program or it is not systematically used	Program development is not informed by program evaluations but there are plans to change this	Program development is not informed by program evaluations	Analysis of evaluation data Reflection on evaluation data Documentation of program changes/development (in response to evaluations)	

Criterion	Level 4 (Yes)	Level 3 (Yes, but)	Level 2 (No, but)	Level 1 (No)	Examples of sources of evidence	Comments and/or adaptation of standards
4.7 Processes are in place to measure or capture the impact of the program	Processes are in place to measure or capture the impact of the program	Processes are in place to measure or capture the impact of the program *but* these are not systematic *or* they are poorly documented *or* they only focus on some areas of the program	No processes exist to measure or capture the impact of the program *but* informal feedback is received	No processes exist to measure or capture the impact of the program	e.g. on the quality of learning and teaching. e.g. against the program's stated outcomes Evaluation data Testimonials from participants Articulation into formal degree programs (graduate certificate) Participants adopting a leadership role in learning and teaching across the university Applications for learning and teaching activities, awards and grants by participants	
4.8 The program is benchmarked against those of university partners and appropriate action is determined	The program is benchmarked against those of university partners and appropriate action is determined	The program is benchmarked against those of university partners, *but* without reference to appropriate criteria and standards *but* with an inappropriate benchmarking partner *but* no action resulted from the benchmarking process	The program has never undergone a benchmarking process *but* some reference or investigation has been made into similar programs to inform program development	The program has never undergone a benchmarking process	Benchmarking documentation and reports Benchmarking criteria and standards Evidence of action taken in response to the process	

Appendix 5: The foundations programs framework for evaluation

Carol Bowie, Leone Hinton, Caroline Cottman, Peter Donnan, Lee Partridge, 2009

Context	Who and what elements	Focus and purpose As a Foundations teacher, my focus and purpose of evaluation is	Types of evidence and sources of evidence As Foundations teacher, I will knowingly employ

Primary
Referring to the teaching and learning context where the foundations teaching team and the participant engage
	Foundations teaching team
	
	Participant cohort
	
	Foundations teaching team and
	
	Participant's teaching and learning environment
	
	Teaching and learning process and content
		1. Curriculum analysis
		• Content analysis
		  Does the current course have a participant learning focus?
		• Teaching for learning analysis (alignment)
		  Are the aims, the teaching and learning processes and the learning outcomes of the program aligned? Do they meet the needs of the participants and their particular context?
		  Does the teaching in the program reflect best practice in higher education?
		
		2. Formative monitoring of learning and teaching environment within the foundations subject
		• In what ways is the foundations subject effective?
		• Is it accessible/attractive to the participants?
		• Are participants supported and recognised for their participation? By peers, school, faculty, discipline? policy?
		• Are there sufficient physical and financial resources available for the offering of the program?
		
		3. Formative monitoring of learning process
		• How visible is the participants' learning progress across the program? To the participant? To the program facilitator/s? To others?
		• Is the program influencing the participants' learning as intended? How much and how well?
		
		4. Summative evaluation of learning outcomes
		• Are the learning outcomes as expected or intended?
			Survey, interviews, focus groups, reflective processes
			
			Learning outcomes and products analysis
			Achievement of intended aims and objectives
			
			Participants' picture of achievements, progress and achievement of learning outcomes
			Intended and unintended learning: scope, nature, quality
			Quality of writing
			Quality of peer-feedback
			
			Teaching team debriefings, observations and reflections
			
			Teaching team impressions of whether achieved intended aims and objectives and course alignment
			Graduation, progression, retention,
			Success and satisfaction, extension or elaboration
			
			Networking and mentoring locally
			Involvement of alumni/graduates of courses

Context	Who and what elements	Focus and purpose	Types of evidence and sources of evidence
		As a Foundations teacher, my focus and purpose of evaluation is	**As Foundations teacher, I will knowingly employ**
Secondary Referring to the teaching and learning context where the participant and their students engage.	Participants and their teaching team Student cohort Participant and their students teaching and learning environment T&L process and content	Impact evaluation (local) • Can the learning from the program be displayed and transferred beyond foundations context? • How is the participant's communication, recognition of quality or excellence of their work, and engagement with others' work, recognised or evidenced? • As a result of the foundations, has the participant's work been adapted and adopted by others? • Have collaborations occurred as a result of the foundations? • What benefits to the collaborator or adopter have occurred? Formative monitoring of the teaching environment • Are participants supported and recognised for their participation? By peers, school, faculty, discipline? policy? • Are physical, financial and mentoring resources available to encourage, support and enable the participant to develop	Pre-, post-mapping changes in participants' approach to teaching, personal, professional development confidence and self-agency as a teacher, Pre- post-mapping and auditing of curriculum, assessment, evaluation, Pre- post-mapping changes in participants' students approaches to learning and learning outcomes, development of skills/capabilities/attributes, confidence and self-agency as a learner Improved collegial and scholarly engagement between teaching staff and with students Application of new conceptual understanding of TFL in HE in participants' teaching and learning context
Tertiary Referring to the higher education, professional or discipline field or context where the participant is based, at levels from local to global.	Participant's: • School • Faculty • Discipline • Professional body • Institution • Higher education sector	1. Maintenance • Has the participant's learning from the foundations program influenced learning and teaching in the school, discipline, faculty, institution, sector? • Is there evidence of longer term benefits of the foundations at the school, discipline, faculty, institution, sector? • Has the participation in the foundations raised the standard of learning and teaching in the school, discipline, faculty, institution, sector? How has this been demonstrated? 2. Sustainability • Has there been a return on investment of the time and learning by the participant attending the foundations? How	Number of trained staff Flow on to GCHE from foundations , Graduations, progressions, retention Number of teaching awards and recognition T&L grants T&L publications and research Conference attendance, presentations and publications School and Faculty and Institution presentations Committee, working party work Policy development input and leadership Mentoring and networks

Context	Who and what elements	Focus and purpose	Types of evidence and sources of evidence
		As a Foundations teacher, my focus and purpose of evaluation is	As Foundations teacher, I will knowingly employ
		has this been demonstrated?	Collaborations on ALTC opportunities
		2. Identify the value to various stakeholders and to sectoral 'early career' or cross-institutional development.	Policy recognition of foundations and GC in confirmation and promotion
		3. Impact evaluation (local to global: i.e., institutional, national, global, discipline- or sector–based, etc.)	Establishment and sustainable communities of practice
		▪ Is there any evidence that attendance at foundations has been communicated and recognised as quality or excellence in the participant's work and engagement with others work	Opportunity/costs/benefits/risks
			Public communication to peers
			Engagement with others (local to global) leading to recognition or collaborations
		▪ Has any adaption and adoption by others of the participant's learning from the foundations that is reflected in their work	Adoption, adaption and collaborations and benefits of this engagement
		▪ Has the participant's learning from the foundations improved collaborations in their school, discipline, faculty, institution, sector?	Recognition for participation – reduced hours or hours allocated for participation in workload models, etc.
		▪ What identifiable benefits can be evidenced by the collaborator or adopter?	International/national data about participation

Student refers to university students who enrol in courses offered or convened by the participant.

Participant refers to the teacher of university students, who is enrolled in a foundations program

Teachers The teaching staff who are offering the foundations program.

*(Bowie 2006, adapted from Bain 1999, adapted from Alexander & Hedberg, 1994)

Appendix 6: Designing evaluation of foundations programs: Principles for good practice

Carol Bowie, Leone Hinton, Caroline Cottman, Peter Donnan, Lee Partridge, 2009

Principle 1: Design evaluation with deliberate and specific intent

In evaluating foundations programs, we may intend to do all or any of the following:

- understand the nature of the foundations program
- how to assign value to the foundations program and its performance
- how to construct knowledge or use knowledge generated by evaluation of foundations programs. (Adapted from Donaldson, 2009, p. 241).

A simple approach to designing impact evaluation programs for foundations programs is to work through three steps:

1. develop an appropriate evaluative approach
2. Articulate and prioritise the evaluation questions – the purpose and focus
3. select methods to gather credible evidence to answer these questions.

Clearly, there will not be a consensus view or approach to evaluation of the impact of Foundations programs; rather, there will be responses to *particular* evaluation questions, in *particular* contexts, for *particular* purposes that will be interpreted through particular lenses.

The foundations model for evaluation (Table A6.1) sets out a range of purposes and foci and associated strategies and tools for evaluating Foundations programs across the three contexts mentioned above. Select your evaluation purpose and focus to be in concert with your foundations program philosophy. Align your choice of methods and evidence to be congruent with this rationale. You can use this framework to audit or situate your current practice or to extend your thinking further across the three contexts – primary, secondary and tertiary – for foundations evaluation designs.

Consider taking a **portfolio of evaluation** studies approach. Successive evaluations may tackle the same or different evaluation purposes or foci. Design the present evaluation with future foundations cycles of evaluation in mind.

Principle 2: Gather credible, relevant and valuable evidence

It would be a difficult task to reach a consensus about what counts as credible evidence for evaluation of impact of foundations programs. Consider the evaluation purpose and focus in the particular foundations context and practical, together with time and other resource constraints will enable you to select and design an approach consistent with your stakeholders' values and priorities. Schwandt (2009) suggests that three properties of evidence should be assessed:

- relevance: does the information bear directly on the hypothesis or claim in question?
- credibility: can we believe the information?

- probative (inferential) force: how strongly does the information point toward the claim or hypothesis being considered?

Useful knowledge can be experimental and observational, quantitative or qualitative, or generated from a mixture of methods. Statistics and experience can produce information that may be evidence about the value and impact of a Foundations program. Whether or not this evidence is credible to stakeholders will also depend upon:

- evaluation questions and how they are posed

- sources of information

- conditions of data collection

- reliability of measurement

- validity of interpretations

- quality control procedures (Donaldson, 2009 p. 244).

Use the foundations model for evaluation to select tools and evidence, with reference to your intended evaluation purpose and foci. The framework incorporates the 4Q model of evidence for evaluations reported by Smith (2008). The evaluation planning grid (EPG) (Bowie 2008) in Table A5.1 is an example of how you might record your responses to these questions. This style of EPG creates a compact summary and record of your evaluation plans and process. It can be used in your evaluation report or summary and can help in documenting your teaching and learning practice.

Use multiple viewing lenses or triangulation. Collecting and considering data of different types and from different sources helps to construct a richer, more informed picture of the real processes and outcomes. Consider triangulation not only within the primary context but also across the secondary and tertiary contexts, as in some of the examples in principles 2 and 3.

Consider taking an **evaluation portfolio approach**. Successive evaluation programs may tackle the same or different evaluation purposes or foci: triangulate evidence, within and longitudinally between your successive evaluation programs, congruent with your purposes and foci and your foundations program philosophy.

Principle 3: Embed evaluation in learning experiences

When you are designing your curricula for your foundations program, think about evaluation. The best evaluation programs are embedded in the learning processes for the foundations participant and teacher. Think about ways to make participants' learning explicitly visible to both the participant and the foundations teachers. For example, include a reflective loop where participants complete an activity, stop to review it and then redo it to improve their first attempt. Within the primary context, this can serve as a learning experience, and with appropriate documentation, it can be a valuable source of evaluative information for both the participant and the foundations teachers.

When you are designing your foundations program, look also to apply this principle across the other two contexts: *secondary* and *tertiary*. For example, as part of the learning experiences of the participants you could:

- ask participants for a presentation to colleagues in their school or teaching team about something new they have learnt of relevance to their local context – attend and document your observations, or ask participants for a summary

- invite graduates back to the next offering of the course to talk about what they learnt and have applied in their teaching and its impact – document your observations during the dialogue

- enable working collaboratively with local colleagues to develop and frame a local project to deal with a specific issue in their teaching – dependent upon the timeframe, examine the problem frame, the solutions offered and/or follow up on the success of the implementation; or articulate your foundations program with another vehicle to follow up, like a community of practice or school committee working party, etc.

- support a peer review of teaching process – examine the quality of the comment if the participant is reviewing, as an indication of their understanding and development as a teacher; examine the actions the participant determines to take, if they are reviewed

- invite graduates of the foundations program to present at teaching and learning week activities or other fora in your institution – attend and document and/or request a copy of the presentation and permission to include in a longitudinal archive (public or private, with appropriate permissions) – consider opportunities for publicising the program and recognising participants' work.

Principle 4: Close the loop: feedback, feed forward and feed into learning from evaluation into the foundations program

After you have decided what you are going to take action on, think about who would benefit from hearing about the summary and outcomes: for example, close the loop and feed the information back to participants of surveys; or feed forward the information to the next group of students in your program; or create a dynamic within your current program where responses by teaching staff and participants to evaluation are explicitly visible and valued. Respect and value your participants and teaching team by making evaluation a visible, explicit and key part of the learning and reflection experience of the program. Create and model a habit of closing the loop on evaluation early.

Is there a way that you can build feedback or feed-forward into the local context of your participants and track their activity and progress? An expression of this principle to the secondary and tertiary context is through scholarship and publication. Another expression is through leadership and engagement with professions. For example, exploration of local issues for participants, within the foundations program, such as dialogue about:

1. What do we want to change following what we have just learnt? How? When?

2. Who would benefit from knowing what we have just learnt? How? When?

3. How can we adopt and adapt this for our course or faculty? Who can help? How? When?

4. What research would we need to complete, to frame a response to this issue?

These questions could generate impetus to collaborate with local colleagues to do local research and pursue solutions. Engagement with professional bodies may also be part of this activity. These projects supply leadership opportunities and involve scholarly articulation, communication, and publication. Tracking these activities, experiences and outcomes may well occur through different fora than the foundations program directly, but making explicit links or articulation between the foundations program and these activities for participants may foster their success and yours!

Table A6.1. An evaluation planning grid

Case study: Example evaluation plan for a foundations program
(Developed by Dr Carol Bowie GIHE, Griffith University, 2008)

Evaluation purpose and questions	Who will 'know' about this? (Stakeholders)				Types of evidence, tool most appropriate, mode of collection and other comments	Comment on timing and resources
	Participants	Presenters & teacher	Admin team	Participant's students and teaching team		
Framework contexts and dimensions: Primary 1(b) 2(a)&(b) 3(b) Secondary 1(a) Tertiary 1(a)&(b) *Major question:* How well have the participants achieved the intended aims of the foundations program? Are these aims appropriate and valuable to participants as beginning teachers in HE?	☐	☐			Self-assessment and reflection by participants on • changes in understanding and application • confidence in T&L in HE • value of aims of intensive (at end of intensive and 6-12 months later) Tools and strategies in evaluation design • reflective activities in the intensive (individual, initial seeds for discussion, review and grounding into practice activities and writing) • end-of-day feedback collection • end of intensive survey • informal email requests for feedback (fortnight following intensive) • email survey 6–12 months after intensive	
What were the participants' experiences of the foundations intensive? Did the intensive help the participants to learn? Did they learn what we intended? Are they able to apply it to their teaching context and student cohort? Did they enjoy it? Any other 'unintended' learning of value?	☐	☐	☐	☐	The participants' experiences and perceptions will be investigated by • participant survey for the whole group at end of days (paper), end of intensive (paper), and 6-12 months later (email), and anecdotal or ad hoc informal feedback (mainly email) from participants about activities and evaluation of T&L 'new adventures' with their students and teaching team and colleagues • informal participant responses to emails from coordinator in month following intensive • reflection on observations of outcomes of activities during intensive by coordinator – (longitudinal reflective personal teaching diary and notes) • observations and reflections from the teaching team – debriefing notes and focus questions for discussion, annual evaluation report feed into strategic planning process of ADU and university teaching & learning excellence committee • feedback from the administrative staff about workshops run and follow-up requests	
What was the experience of the teaching team? (Coordinator and presenters, Admin Staff)		☐			The teaching team experiences and observations will be investigated by • a survey that will be completed individually by each of the teaching team (email). This will form the documentation of their individual observations, etc. • a de-briefing discussion will be run (by coordinator) for ADU with the data collation as the trigger for reflection.	Debriefing discussion will be run mid-semester

Appendix 7: Models sub-project

Natalie Brown, Peter Donnan, Leone Maddox, 2009

Case study 1

Synopsis

This case study describes a foundations program that is delivered fully online from a central unit within the university. The program is a probation requirement for new staff, needing to be completed within the first three years of appointment. Although not a formal HECS-based unit, it is assessed and can be recognised for credit into the first unit of the Graduate Diploma in Adult and Tertiary Education taught through the Faculty of Education. Assessment is through contribution to online discussions, reflective writing and submission of a teaching portfolio.

The program is underpinned by the principles of constructive alignment and incorporates a substantial reflective component. It also seeks to develop a community of practice through online interactions, and to give participating teaching staff a hands-on opportunity to explore the learning management system from a student's perspective. Importantly, it aims to be flexible enough to allow staff to participate regardless of their location and particular teaching timetables. Figure A7.1 provides a snapshot of the case study program.

Table A7.1. Snapshot of program for case study 1

Area of model	Element	Summary comment
Delivery	How is the program delivered?	Fully online
	Does the program include independent learning?	Yes
	What is the length of the program?	One semester
	Does the program articulate with other programs?	Can be used as a one-unit credit into the Graduate Diploma of Adult and Tertiary teaching taught through the Faculty of Education
Policy	Is the program mandatory?	Yes – probation requirement for new staff
	Is there recognition in workload or time relief?	Varies from school to school
	Is the program open to PhD students/ sessional staff?	No
Curriculum	What are the assessment requirements?	Contribution to online discussions, reflective writing piece and teaching portfolio
	Is there a peer observation element?	Not formally included
	What are the resources used?	Online tutorials, course readings
	Is there a role for disciplinary participants?	Not formally included
	Does the program incorporate networking?	Yes

Context

This case study is drawn from a university of approximately 17,000 students, including 2000 overseas students from 90 countries. The university is sited on three campuses with significant geographical separation, and employs 1400 staff. Although there are no offshore campuses, the university has partnerships with overseas institutions, and onshore staff travel to carry out teaching in these centres.

The teaching of the foundations[8] program sits within a central unit. Prior to 2009, this was an academic development unit; however, recent restructuring has seen the formation of an Organisational Capabilities Unit that has broader responsibility across the university. The unit's role encompasses provision of professional development in teaching and learning, research and areas formerly undertaken by human resources. This change has been made to reflect and respond to changes in the higher education sector where boundaries between these areas of work are no longer clear, or desirable.

The foundations program is one of three staged programs that are tailored to beginning tertiary teachers. The first is an online induction program that can be revisited at any time. The second is a one-day face-to-face skills development program, backed up by an online module for those people who cannot attend. This day is targeted at tutors and casual staff and covers a basic introduction to tutoring. Importantly, it is centrally funded so that casual staff are paid to attend, and printed resources are available for them. There are two further components of this skills development program for casual staff: the introduction of technology (such as the LMS, Lectopia) and laboratory teaching for demonstrators. This is currently out-sourced to external providers and is proving to be quite popular.

Structure and delivery of the program

The semester-long program is delivered fully online through the university's learning management system (LMS), two or three times each year in response to demand[9.] The change to online was made three years ago to respond to a need for greater flexibility for staff completing the unit, as well as to reflect the broader university focus on student-centred learning and flexibility in delivery of courses. The unit is moderated by an academic staff developer, and includes online modules that require participants to engage with provided material or reflect on practice and contribute to a series of online discussions that function like tutorials. An added advantage of using the LMS is that it gives staff the opportunity to interact with the system, from the perspective of a student, therefore informing their own use of the system as teachers. It also requires staff to engage with this supporting technology, hence increasing their skills and confidence for using this in their own teaching.

The unit has three assessment tasks: contribution to online discussions, a piece of reflective writing and a teaching portfolio. Although the program is assessed, it is not an accredited, HECS-based unit. Therefore, the program is not bound by semesters and it is possible to be somewhat flexible in terms of giving extensions to

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8. It should be noted that the term 'Foundations' is not used at this institution to avoid confusion with foundations units studied by undergraduate students. The program discussed in this case is known as the Tertiary Teaching program.
9. If demand warrants, a more intensive program over 6 weeks is sometimes offered over the winter.

assessment tasks. However, as the online dialogue is very important in terms of developing the learning outcomes, discussion fora are open only for a restricted time to promote engagement with the material. In terms of articulation into accredited programs, successful completion of this course can be used as a one-unit credit into the Graduate Diploma of Adult and Tertiary Teaching taught through the Faculty of Education. There is an agreement in place with the faculty, and there is liaison in terms of assessment tasks required in the foundations program.

Policy

It is a probationary requirement for new academic staff to undertake the foundation program, and they can do so at any stage in the first three years of their appointment. The head of school is required to sign off on enrolment to acknowledge the program as a component of the academic's workload; although it varies from school to school as to whether the academic may get time release in order to participate. The flexibility of the online course has overcome many of the issues around competing priorities that existed when the program was delivered in face-to-face mode.

There are no formal reporting requirements to the university, although records are kept. Successful participants are issued with a certificate of completion and they use this in their portfolio, or for performance management purposes.

The foundations course is only available to tenurable full-time and part-time staff with contracts of at least six months' duration. Casual academic staff are not able to participate. This is due to the course being tailored to the needs of those staff responsible for curriculum development and designing assessment tasks. The skills development program (see above) has been developed to meet the needs of casual staff.

Curriculum

The concepts covered fall into three key areas: students and the learning environment, curriculum, and assessment for learning. These areas have been developed through a process of review, which has seen an overall reduction in topics in favour of a more holistic consideration of these three areas. The curriculum design incorporates principles of constructive alignment and integration with other areas of university policy, such as the systematic alignment of graduate attributes. These curriculum design principles are modelled for staff participating in the course.

In delivering the curriculum much emphasis is given to modelling the use of technology, in particular through the LMS. Participants in the program cannot avoid engaging with technology, and can hopefully see not only that it is easy, but also that it has a great many possibilities for use in teaching. Since the inception of the online course, the number of ideas emerging from participants in this regard has validated this approach. A further example of modelling practice is the placement of course readings onto e-Reserve linked from the LMS, with explicit consideration of copyright issues.

The program is developmental, allowing participating staff not only to consider their current practice but to look to what they may change in the future in light of what they are learning. In addition, there is a strong reflective component, with

participants encouraged to collect and consider evidence of practice beyond a reliance on teaching evaluations. As such the assessment tasks require participation in online discussions around readings and practice, a piece of reflective writing and a scaffolded teaching portfolio.

Feedback from the students is that the teaching portfolio is the most useful component of the course. Although it is evaluated at the end of the program, support is given during the development phase through targeted readings, online tutorials and individual feedback. There is a focus on giving developmental advice that can be built upon in probation interviews, promotion applications and/or teaching awards and grants.

Philosophical approach

Two facets to the philosophical approach to the development of this program stand out. The first is very much one of systematic alignment with the university's goals and priorities. The second is a commitment to the development of reflective teachers. The stated aims of the program are:

- encourage participants to adopt a learning paradigm, rather than an instructive paradigm
- enhance participants' understanding of student-centred/focused learning
- introduce alignment as an effective approach to curriculum development
- encourage ongoing reflective practice.

Evaluation and effectiveness

Each year, participants are invited to give feedback (which is made publicly available) and this, together with review and reflection by the teaching staff, provides for continual revision and improvement. The program is evaluated against constructive alignment principles and recent and relevant professional learning of the academic developers delivering the course. It was as a result of this ongoing review process that the course was changed from face-to-face to fully online in 2007.

In terms of effectiveness, ongoing feedback suggests the course is successful in meeting the needs of participants, particularly in the online format. A further indication of this is a consistent number of staff, employed prior to the program being mandatory, who enrol out of choice, based on word of mouth. The program is also very positively viewed in applications for promotion.

Best features

> "Flexibility is definitely the best, it really did fill a need and address one of the biggest issues for people associated with this whole thing - especially with an expectation to complete. It is very hypocritical to expect face to face when we are not in keeping with the philosophy of the university to be flexible for the students. This definitely was the biggest plus for us - to provide this flexibility for people."

> "The online discussions and completing the portfolio have also been very well received by people in the program"

"The format has proven highly successful, and we plan to use it to deliver a similar unit on postgraduate supervision out of the Organisational Capabilities Unit."

Challenges

Most of the challenges relate to the online teaching environment, and can be overcome with attention to online pedagogy. The first is to ensure that the most is being made of the technology. This has meant that those delivering the course have needed to come to terms with the LMS and what it offers, as well as the pedagogical practices that are necessary to make it effective, including remaining vigilant to postings and continually encouraging engagement. Other identified issues are: getting the initial buy-in to the unit (that may require prompting by out-of-the-system email), getting participants to keep their postings short enough for people to read, but long enough to demonstrate understanding, and making pedagogical decisions on how much to guide discussions, without 'doing it for them'.

Case study 2

Synopsis

This case study describes a foundations program that is delivered through three sequential units offered by the academic development unit of the university. New staff have been required to complete this program, under university policy, since 1994. Although not a formal HECS-based course, it is assessed and can be recognised for partial credit into the Graduate Certificate Higher Education offered through the Faculty of Education. The program is underpinned by three principles: reflection, collegiality and scholarship. It is predominantly a face-to-face program; however, a flexible model is currently being developed to cater better for staff at the satellite and overseas campuses. Figure A6.2 provides a snapshot of the case study program.

Context

This case study is drawn from a university of approximately 22,000 students. There is one main campus, with five smaller satellite campuses or centres catering for approximately 5% of the student intake. There is also an offshore campus of approximately 5000 students.

The teaching of the foundations program sits within a central unit with a broad brief that includes educational development and support for development of interactive resources. The academic development focus areas are teacher development, career development, leadership development, curriculum development and policy development. The foundations program is predominantly taught by academic development staff within this unit and essentially fits with the teaching development strand. There is some contribution from guest lecturers/speakers in the introductory unit, and colleagues from schools work with foundations participants in the second unit that is centred on peer observation.

Table A7.2. Snapshot of program for case study 2

Area of model	Element	Summary comment
Delivery	How is the program delivered?	Face-to-face supplemented with online and independent work
	Does the program include independent learning?	Yes
	What is the length of the program?	Three modules constituting 150 hours of study over 2-3 semesters
	Does the program articulate with other programs?	Eight credit points towards post-graduate awards in Education
Policy	Is the program mandatory?	Yes
	Is there recognition in workload or time relief?	Yes
	Is the program open to PhD students/ sessional staff?	Yes, if places are available
Curriculum	What are the assessment requirements?	Assessment tasks are set in each module, with assessment criteria. Ungraded pass awarded on successful completion
	Is there a peer observation element?	Yes
	What are the resources used?	Biggs & Tang, 2007; *Private Universe* (DVD); HERDSA green guide for Peer Observation Partnerships in Higher Education (Bell, 2005)
	Is there a role for disciplinary participants?	Yes, in the peer review module
	Does the program incorporate networking?	Yes

Structure and delivery of the program

The foundations program comprises three units:

- Unit 1: Teaching Skills Workshops
- Unit 2: Learning Through Teaching Project
- Unit 3: Negotiated Project.

The first unit is delivered face-to-face and runs over a week shortly before the beginning of each semester (twice each year). In addition to the face-to-face component, some online content needs to be completed. It is essentially a series of workshops on teaching and learning topics (such as active learning and student diversity). The remaining two units are completed over the semester or beyond. The second unit is a peer observation program where participants are paired up with experienced colleagues in their own schools, and the third unit is an independent project. A flexible mode of the program is currently being developed to cater better for staff on the satellite campuses. The first unit has been split into nine modules, with some completely online and others supplemented with a videoconference.

Assessment requirements in each of the units have clearly outlined assessment criteria. Opportunities are given for feedback on work, and participants are encouraged to seek peer feedback. Ultimately participants receive an ungraded pass or fail award for the completed units. Overall, the program accounts for about 150 hours of study. Successful completion of this course can be used as eight credit points of advanced standing towards further postgraduate studies in Education.

Policy

The foundations program has been mandatory since 1994 with current university policy requiring completion of the three-unit program for all teaching staff with a contract of more than 12 months, and at least 0.4 FTE.[10] The policy requires Heads of School to take account of participation in the program as a component of the academic's workload, although interpretation of this varies from school to school. There is an expectation that the program will be completed within a year, but in many cases staff will extend this to 18 months or two years.

There is no formal requirement to report results of the foundation program, although a written report is prepared for the Academic Staff Development Committee (a sub-committee of the University Education Committee) twice each year. The probations and promotions committees ensure individual staff members comply with this policy. These committees can ask for a [foundations] completion report. Essentially, it is in these committees that the policy really bites.

Sessional staff are not required to complete the foundations program. However a number apply for entry, and they are accepted if there are available spaces in the course, although this is not always the case. With the advent of the flexible course for satellite campuses, a number of sessional staff at these locations have been picking up the course.

Curriculum

Unit 1 contains a series of workshops on topics pertinent to teaching and learning underpinned by what is known from the higher education literature. Workshops include discussion and experiential and interactive learning leading to a short teaching practice session presented to colleagues. This session is videoed and then there is opportunity for peer feedback and self-reflection.

Each of the workshop sessions has a set of learning outcomes ascribed as well as underpinning ideas that are thought to be important for staff to consider. For example, in the three-hour session on assessment, the ideas that assessment supports learning, is for multiple purposes and should be aligned with learning outcomes are supplemented with discussions of plagiarism and exploration of assessment policies. Examples of assessment tasks used by staff that minimise plagiarism are also examined. The text is Biggs and Tang (2007), and a series of DVDs developed by the centre are also used for this unit. At present the DVD

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10. There are exemptions from this requirement for staff who have formal qualifications in higher or adult education, have completed an equivalent program in another institution, or can provide evidence of excellent teaching from at least three different sources. In addition it is possible to receive an exemption from the final unit if staff have published in the area of teaching and learning.

Private Universe is being used to stimulate thinking around the concept of constructivism.

The second unit is based on the peer observation process, and the *Green guide for peer observation partnerships in higher education* (Bell, 2005) is the supporting text. Although at present the peer observation within ULT is not part of the university's formalised peer review program for purposes of supporting probation and promotion, it may be modified in future to allow this.

The third unit is a negotiated, independent project around teaching and learning. Projects can include evaluation of units, review of curriculum, development of resources, literature reviews or reflective essays. Participants are encouraged to present their work at a conference or submit an article for publication.

Philosophical approach

The course outline states that the [foundations] course is designed around fundamental educational principles, including experience-based learning and reflective practice.

Participating staff are introduced to Kolb's experience-based learning model (1984) and Schön's theory of reflective practice (1983, 1987).

Taking this further, academic staff teaching the unit see the program underpinned by three principles: *reflection*, *collegiality* and *scholarship*. The idea of reflection is an invitation to look at current practice, in light of the teaching context and what is known about student learning. It is important that participants are teaching concurrently with undertaking the program as practice is strongly drawn upon. The collegiality is developed on several levels through embedded activities. Discussions with colleagues about teaching and learning are encouraged as is the need to work productively with colleagues and to reflect in a collaborative way. Finally, the course seeks to develop an awareness of the literature on teaching, learning and assessment and requires the use this of this literature to articulate participants' practice. This element culminates in Unit 3 where participants are encouraged to contribute to the literature or at least make their work public to colleagues and thus to contribute to thinking about teaching and learning issues.

Evaluation and effectiveness

A formal evaluation of the entire program has not occurred in the last three years; however, student evaluations of the second unit are conducted after each offering. Formative evaluation through unsolicited comments and emails are collated.

In terms of effectiveness, the 'feel-good' factor at the end of the introductory unit is usually high, with many participants indicating they found it useful. There are also a number in each offering who admit to not wanting to participate at the beginning, but realise the worth once the first unit has been completed. Interestingly, a number of staff have completed the program who were not required to under the mandatory requirement. It therefore appears to be seen as a worthwhile activity to undertake by staff.

The best indication of success may well be the consistent recognition of the university for teaching performance in external awards and funding. A high number

of staff who have completed the foundation program have subsequently received citations for teaching. Indeed, staff who are successful in getting awards and citations for teaching have almost invariably done the foundations program.

Best features

> "It has a sound design and a strong history of continuous coordination (by the academic development team)."

> "I think the program is strongly supported by the whole University and by the Deputy Vice-Chancellor (Academic) and I have regular contact with him about the program and he comes and opens every Unit 1 and he's really interested in it."

> "I think the whole thing is work integrated; we are constantly looking at what people are doing and how they are relating what is happening in (foundations) to their real context. Unit 2 is totally work integrated – peer observation process and people at work. It's totally integrated: Unit 3 is a project around people's work, typically work that they would be doing if they were not doing (foundation). By doing it in the (foundation) context they get additional support and stimulation."

Challenges

> "It's something where you have to be really on your game, doing your best, at the peak of your game really: it's a very critical audience."

> "I don't see any of it as routine; I think each time we are doing this sort of work, it's always a challenge. We have to have a program that is really spot-on, really helpful to our colleagues, because they are under so much pressure to do so many things. They have to spend time on things that we are developing and we need to make it really worthwhile."

> "I think there are constant challenges in helping people integrate views [presented in foundations] about learning and teaching into their own views and context of teaching."

> "It's a major challenge with sessional staff and many professional staff. … the logistics of it, and the structuring of that and so on, making the program integrated in people's career paths is something we are trying to work on at the moment."

> "A big challenge is to improve completion rates – getting most if not all participants finishing all three units. I'm working on this now."

Case study 3

Synopsis

The foundations program at the centre of this case study is closely related to the confirmation processes for the appointment of new staff and is mandatory for some academic staff as a condition of their employment. Although separate from the Graduate Certificate in Higher Education offered within the university, the foundations program is a prerequisite for formal enrolment in that course and a natural sequence for staff to become more extensively involved in the scholarship of teaching and learning.

Delivered four times a year in two-and-a-half-day time slots, the program focuses on student learning, introduces current research on student learning and university teaching, and explores practical models and methods that can be used by participants to enhance student learning in their classes. A new feature of the program has been a revamped approach to the third day as an opportunity for situated, individualised professional development. Most faculties have implemented 'in-house' third-day activities which reinforce program principles in participants' 'home' context, such as themed faculty teaching and learning forums and peer observation of teaching programs. The long-term goal is for all faculties to offer such third-day activities, so that program participants are given the opportunity to complete the program in their own faculty context, thereby putting teaching and learning principles into practice. Table A7.3 provides a snapshot of the case study program.

Table A7.3. Snapshot of program for case study 3

Area of model	Element	Summary comment
Delivery	How is the program delivered?	Face-to-face, from the main campus
	Does the program include independent learning?	Yes, a pre-program activity
	What is the length of the program?	2.5 days block teaching, opportunity to make up missed sessions
	Does the program articulate with other programs?	A pre-requisite for enrolment in the graduate certificate
Policy	Is the program mandatory?	Yes – closely related to confirmation process for new staff appointments
	Is there recognition in workload or time relief?	No formal time relief
	Is the program open to PhD students/ sessional staff?	Yes
Curriculum	What are the assessment requirements?	Mandatory 100 per cent attendance
	Is there a peer observation element?	Yes, facilitated in faculties
	What are the resources used?	Biggs & Tang (2007); Ramsden (2003); Prosser & Trigwell (1999) and readings
	Is there a role for disciplinary participants?	Final half day facilitated by faculties
	Does the program incorporate networking?	Yes, in disciplinary groupings

Context

The case study is drawn from one of the Group of Eight universities which has a total enrolment of approximately 46,000 students, including 10,000 international students. There are approximately 3100 academic staff (full-time equivalent) teaching on ten campuses, although most of them are located on the main metropolitan campus.

The central academic development unit has been established for more than 25 years and includes both academic and professional staff. Professional staff undertake roles such as program support, website maintenance and development, and research assistance. Project areas of involvement by academic staff include teaching in the graduate certificate offered by the unit, presenting research supervision programs, working on faculty projects, consulting with staff across the university, administering and analysing student evaluation surveys, and conducting their own research.

Structure and delivery

Team teaching of the foundations program is carried out by seven academic staff in the central unit and there is involvement with faculties in its delivery. The program is taught in a face-to-face mode on the main campus and there is a pre-program activity associated with a student learning scenario. The program consists of a two-and-a-half-day intensive block. It is offered four times a year, generally in February, April, June and November. The first block is always offered at the beginning of the year before the formal teaching semester commences. Participants from other campuses travel to the central location to attend the program.

Generally participants complete the program in the two-and-a-half-day blocks but in some cases there is a flexible option to make up missed sessions (e.g., timetable clashes) in equivalent sessions offered at other times during the year. The mandatory element of 100 per cent attendance over the two-and-a-half days means that the onus is on participants to ensure attendance at all sessions.

All academic staff in the central unit teach at least one specialist topic, and team teaching is a feature of the program.

An average number of participants in a course might be 40 staff but this varies according to the time and semester of offering. In response to increasing demand for the program in 2008, the number of staff accepted for each intake of the program was increased from 40 to 70 participants to avoid waiting lists.

Policy

Completion of the foundations program is a mandatory requirement for confirmation of appointment for all new academic staff on fixed and continuing appointments. Exemptions may be given, however, for particular higher education/education qualifications. Attendance at the first morning of the program is an essential foundation for the other sessions. Staff who are absent from sessions are required to complete these in later blocks offered during the year.

Sessional staff may enrol but, as there are separate faculty programs for them, their numbers are generally low. There is no formal time relief for program attendance because it is a requirement of appointment. Participants receive a certificate upon completion of the program.

Reporting about the program by the central unit occurs in the normal context of reporting against the strategic plan and this incorporates numbers attending the four blocks across the year and data drawn from evaluations conducted on each course.

Curriculum

The central curriculum design focuses on research on student learning and conceptions of teaching, and then the application of this to participants' own teaching contexts. The formally stated learning outcomes cover engagement with current research on student learning and implications for participants' own teaching, models and methods that have developed from the research, participant understandings of student learning, and applications of those conceptions to their own curriculums and development of abilities to further improve students' learning in the future. Participants are also introduced to the university's policies on teaching and learning. The program is outlined below.

Pre-program activity: Response to student learning scenario

Day 1: Welcome; introduction; good teaching for student learning; students' perceptions of and approaches to learning; course design, learning outcomes, constructive alignment, learning activities and assessment.

Day 2: Teaching for student engagement; group lectures and tutorials; laboratory teaching and task tutorials; three or four staff facilitate break-out sessions; assessment for learning; evaluating the student experience; recognising and rewarding good teaching; reconsidering teaching and evaluation

Final half day: micro teaching conducted in small groups. The micro teaching sessions are based on three-minute presentations that are peer-reviewed by facilitators and fellow participants and these often occur in disciplinary groupings. In some cases there may be supplementary faculty-based activities instead of the micro teaching, e.g., presentation in a faculty teaching and learning forum and these may be organised by faculty associate deans of education.

Curriculum resources include a comprehensive folder of presentations including access to readings via e-reserve, references to specific articles and use of texts by Biggs and Tang (2007), Ramsden (2003), Prosser and Trigwell (1999), etc.

Philosophical approach

The program is designed as a basic introduction to higher education teaching and learning principles and provides opportunities for participants to develop their knowledge and skills. The focus is on student learning and the research around student learning. A central element is the opportunity for participants to reflect on their experience of teaching and learning. Practical models and methods to enhance student learning and the integration of these into participants' curriculum practice are also core values.

Evaluation and effectiveness

All participants complete formal program evaluations and these are carefully reviewed by facilitators. Broader program evaluation occurs every few years and is informed by feedback from faculties. It is difficult to determine effectiveness but the fact that participants regularly contact facilitators for advice and that many go on to enrol in the graduate certificate are positive indicators. Generally the evidence of the impact of the program on teaching is difficult to determine.

Best features

The best features of the program were identified in terms of:

- Its central focus on student learning rather than on teaching tips

- Responsiveness to participant feedback

- Modelling of good teaching practice

- The establishment of a community of practice where participants meet staff from their own disciplines/faculties, as well as others across the university and that they establish networks and relationships which are highly regarded.

Challenges

A significant challenge is the difficulty of determining how much content to cover in a short amount of time, refining coverage without overloading. Another consideration was that staff enrol from all disciplines but some participants are unable to see the relevance of concepts unless they are contextualised in their disciplinary settings. A small number of staff attend the course because it is compulsory and do not wish to be there but this is discussed upfront in the first session.

Case study 4

Synopsis

The intensive five-day foundations program and the follow-up activities in this case study introduce new and existing staff to the principles and practices of learning and teaching at the university. The program is closely associated with the creation of collegial networks and communities of academics and support staff working to improve the student learning experience.

This program has been nationally recognised in earlier years for the way it enhances the quality of teaching and learning in an institution. What emerges in this case study, however, is the way the teaching/development team continue to explore new initiatives in delivery modes, evaluation of program impact, faculty partnerships and opportunities for more flexible pathways. It illustrates that, even with a successful foundations program, the development team needs to be constantly innovative so that the model never remains static. Table A6.4 provides a snapshot of the case study program.

Table A7.4. Snapshot of program for case study 4

Area of model	Element	Summary comment
Delivery	How is the program delivered?	Face-to-face on main campus
	Does the program include independent learning?	Yes – reflective tasks
	What is the length of the program?	Five days
	Does the program articulate with other programs?	Program and two related assessment tasks give credit for the first unit of the graduate Certificate (University Learning & Teaching)
Policy	Is the program mandatory?	Yes, up to the level of senior lecturer
	Is there recognition in workload or time relief?	No – held in semester breaks
	Is the program open to PhD students/ sessional staff?	Yes
Curriculum	What are the assessment requirements?	No formal assessment – follow-up reflective task
	Is there a peer observation element?	No – peer feedback on microteaching
	What are the resources used?	Online readings, folder of resources, Biggs, Brookfield, Race, video of student panel
	Is there a role for disciplinary participants?	Contribute as guest speakers, facilitators, panel members
	Does the program incorporate networking?	Yes

Context

The case study is drawn from a Group of Eight university which has a total enrolment of approximately 42,000 students, including 9000 international students. There are approximately 6500 staff, of which about 3000 are academic staff. Based on the figures from the 2004 RED Report, sessional staff do up to 60 per cent of teaching at the university. Staff are distributed across three campuses, although the majority of them are located on the central metropolitan campus.

The four broad roles of the central learning and teaching unit which conducts the program are teaching development, curriculum development, technology-enabled learning and teaching and organisational capacity development(which incorporates high-level policy development).

Structure and delivery

The program consists of an intensive five-day workshop and follow-up activities embedded in participants' teaching practice. The workshops assist staff in developing a scholarly view of teaching by drawing on their own experience as learners and teachers, from the experiences and feedback of students and colleagues, and from relevant research, both educational and disciplinary. The follow-up activities enable the participants to apply learning and teaching ideas in

practice, as well as to reflect on this process and where relevant evaluate the impact.

The five-day program is taught face-to-face on the main campus and is offered four times a year, generally in mid-February, in the inter-semester break in June/July and at the end of October and November. An average class cohort is 25 and classes are always at full capacity based on classroom constraints. There is generally a waiting list, with often 130 expressions of interest and spaces only for 100. However, due to changes in applicant circumstances and cancellations, generally all the applicants have an opportunity to attend the program within one year of expressing their interest.

Team teaching is carried out by the whole unit and up to 10 staff facilitate sessions in their areas of expertise such as curriculum development, technology-enabled teaching, etc. The coordination of the program constitutes 40 per cent of the coordinator's total workload. Faculty staff contribute as guests, facilitators and panel members and they are often foundations participants from previous cohorts and senior colleagues, such as associate deans of education, award winners, etc.

Data collected over the last four years contribute to the profile of staff completing foundations: the majority are full-time with ongoing teaching positions; less than 10 per cent are casual and sessional staff, who are not excluded if they have responsibility for a course; the majority of participants are quite new to the university, often having commenced employment within the last year but with previous experience in other universities, one to three years on average; and a fair number of staff have taught for five years, up to the level of Associate Professor. It should be noted that sessional staff programs are presented in the faculties with support from the central unit; attendance by participants is paid for by the faculties but generally the sessions are one-off workshops focused on key aspects of faculty teaching.

The program has been supported by an online document repository, evaluation forms and some online discussions but has not included activities equivalent to those offered in the face-to-face mode. The central unit is in the early stages of looking more deeply at the delivery model that underpins the program and two different modes are being considered: intensive workshops along the lines of the present five-day model, and workshops extended over a longer period. An impetus for this review and an argument for increased flexibility is the inconvenience of program attendance for staff involved in examinations, teaching and marking.

Policy

A central learning and teaching unit is responsible for teaching the foundations program and its overall development. The program is mandatory for all new staff up to the level of senior lecturer with ongoing teaching positions but exemptions may be granted to staff who have completed a graduate certificate, diploma or masters in higher education, a similar program in another university or demonstrated experience of at least three years in high quality university teaching, such as learning and teaching awards, citations, etc. The recruitment letter of appointment from HR indicates completion of the program is a condition of employment and that staff have three years in which to finalise this. There is no time relief for participation

in the program because sessions are held outside of teaching time but travel costs for staff from remote campuses are met by the university.

Completion of the foundations program and two related assessment tasks provide credit for the first and prerequisite course in the Graduate Certificate in University Learning and Teaching offered at the university.

Formal reporting about the program is not mandatory but regular reports are provided to the DVC (Academic) on completion rates, evaluations, latest developments, etc. Certificates of completion were awarded to participants in an annual ceremony, but from 2009 they will be awarded in the one-day University Learning and Teaching Forum. Participants are required to have attended all sessions to be eligible to receive the foundations certificate. Participants who miss a session are invited to complete that session in a later program.

Curriculum

The program seeks to develop increased participant understanding, skills and confidence in their learning and teaching practice. Examples of stated learning outcomes include demonstrating an understanding of student learning, developing a learning and teaching strategy and methodology incorporating current theories and practice, and developing a reflective conception of teaching, including continuing evaluation feedback and review cycles.

The program includes sessions on:

- student learning
- engaging students
- developing learning aims and outcomes
- developing learning activities to support learning outcomes
- small and large group teaching
- assessment
- reflective practice.

A range of different teaching contexts or environments are explored in the program: large class teaching (lectures), small class teaching (tutorials), groupwork and online learning. Constructive alignment, student-centred teaching and reflective practice are major lenses for the program. Learning activities include group discussions, reflective tasks and presentations by facilitators and guest speakers. For example, the large class teaching panel discussion includes faculty representatives from across the university, representing different disciplines, experience and approaches.

There is no formal assessment conducted in the program but the follow-up activity requires: a two-to-three page reflection based on personal experience; advice from peers/colleagues; feedback from students; and ideas from the literature. This new initiative receives a pass or fail grade and feedback is provided. The development team is working on ways to involve the faculties more closely in recognising the efforts of their new members to improve their teaching practice. Establishing faculty communities of practice, breakfast/lunch meetings and having peers sit in on classes are being considered as part of this approach.

Changes in the promotion process now require an application of only ten pages, which includes a brief case for teaching (as well as for research and service), which is supported by evidence rather than a larger teaching portfolio. The program aligns with this approach by focussing participants on developing a rationale for teaching and collecting evidence for teaching, rather than building a portfolio.

Participants are provided with a folder of extensive resources in print form and online links. While there is not a single resource, three to four additional readings for every session include articles by authors such as John Biggs, Stephen Brookfield and Phil Race. A video of a student panel on assessment developed in-house is highly regarded by participants. Feedback from participants indicates that, while participants do not immediately use all resources, they commonly refer to them later when they encounter teaching problems or when introducing group work as examples.

Philosophical approach

This Foundations program is designed to support teaching staff tin developing increased understanding, skills and confidence in their learning and teaching practice. Core principles of the program are presented to participants in the resources folder and consist of the following.

- Student-centred perspectives and approaches underpin the content and the processes modelled throughout the program.

- There is no 'one way to teach' effectively, but rather the diversity of staff/students, and the range of disciplines and contexts will result in a diversity of approaches, strategies and methods.

- Developing scholarly practice as the basis for ongoing professional and career development is encouraged.

- A spirit of enquiry is fostered through actively exploring and discovering ideas.

- There is a commitment to incorporate and promote learning and teaching practices that are inclusive of the diverse student body.

- Participants' prior learning and experiences are valued and actively incorporated.

- Collaborative peer learning in cross-disciplinary context is supported and encouraged.

- Learning is facilitated by drawing on real world contexts and relevant examples.

- Development of cross-disciplinary collegial networks is encouraged.

Evaluation and effectiveness

To date the teaching team has focussed on evaluating participant satisfaction and providing immediate feedback during and after the program. Evaluations are completed online by participants at the end of each day of the program and addressed by the teaching team the following day. With the transition to online evaluation there was a drop in the response rate but the perception of the team was that comments were deeper and consisted of more critical feedback.

The team is exploring a broader more evaluative framework. One approach being considered is that of capturing participants' conceptions of learning and teaching *before* the program, immediately *post* program and then 18 months later, with the focus on detecting shifts in thinking about learning and teaching. Another tool to detect any changes in participant teaching practice is through the reflective piece of writing that constitutes the follow-up activity leading to the completion of the program. Other evaluation foci might include formal leadership, career progress, publishing in learning and teaching.

Best features

The best features of the program identified by participants have been the development of collegial networks, a feeling of community and connectedness; furthermore, the opportunity to reflect on aspects of academic life, without being immersed in the daily routine of teaching, meetings and writing papers, has been highly valued.

Challenges

Major challenges include engaging more with the faculties and where academics really are. Foundations participants come to the central unit but the actual work occurs in the faculty so the ongoing concern is to seek more engagement and buy-in at that level. One initiative is greater involvement by the faculties in assessing the reflective pieces so they are more aware about the developments in their own faculties and have more ownership in the program. While still working with associate deans education and learning and teaching fellows, there is a need for the impact of the program to be more deeply embedded in the nine faculties and the 56 schools by involving heads of schools and other stakeholders. A final observation was on ways to promote greater flexibility and pathways arising from the re-conceptualisation of the graduate certificate which is presently being re-accredited through a different faculty, with modularisation offering opportunities for multiple pathways.

Case study 5

Synopsis

This case study describes a foundations program that is delivered face-to-face, combined with an additional blended learning component, from a central unit within the university. The program is mandatory for all continuing academic staff and for all sessional staff on their second consecutive appointment. The program is linked to a course that is part of the Graduate Certificate in Education (University Teaching) offered through the School of Education and taught by the academic development team of the Learning and Teaching Unit (LTU). It is important to note that the Graduate Certificate is also mandatory. Assessment is through attendance at the two-day face-to-face component and the two-hour follow-up session, as well through a written or oral reflection over three out-of-session tasks.

The program is underpinned by Biggs's model of constructive alignment. The first day focuses on learning outcomes (graduate qualities), assessment and teaching and learning approaches. The second day is underpinned by a scholarship of teaching and learning approach, which focuses on collecting data and feedback about teaching, reflection on the data collected and making teaching public. The program also seeks to build a network for cross-disciplinary interaction and connect

people who are interested in exploring learning and teaching issues in higher education. Table A7.5 provides a snapshot of the case study program.

Context

This case study is drawn from a university of approximately 33,000 students. The university is sited on five campuses (one remote from the main metropolitan campus), and employs 800 academic staff and 1000 sessional staff.

The teaching of the foundations[11] program sits within a central unit, known as the Learning and Teaching Unit (LTU). This unit consists of two primary areas, support for students and support for staff (academic development, online education support, leadership in the scholarship of teaching and supervisor development). The foundations program has been operating since 2003 and is delivered by academic development staff. All of the academic developers are involved in the delivery of the program with a focus on their area of interest/expertise. Other staff from the LTU may be invited to participate depending on the needs of the cohort.

Table A7.5. Snapshot of program for case study 5

Area of model	Element	Summary comment
Delivery	How is the program delivered?	Face-to-face with out-of-session tasks (online option available)
	Does the program include independent learning?	Yes
	What is the length of the program?	Two-day intensive with two-hour follow up and 3 x three-hour out-of-session tasks
	Does the program articulate with other programs?	Yes, it is a component of a course that is part of the Graduate Certificate in Education (University Teaching)
Policy	Is the program mandatory?	Yes
	Is there recognition in workload or time relief?	Yes
	Is the program open to PhD students/ sessional staff?	Yes, in their second consecutive appointment. Sessional staff are paid to attend
Curriculum	What are the assessment requirements?	Three out-of-session activities from a choice of 10, presented as a written report or portfolio
	Is there a peer observation element?	Yes, but it is not mandatory
	What are the resources used?	e-Reader and program website
	Is there a role for disciplinary participants?	No
	Does the program incorporate networking?	Yes

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11. The term 'Foundations' is not used at this institution. The program discussed in this case is known as Teaching at University.

The foundations program is one component of a course that is part of the Graduate Certificate in Education (University Teaching). The program is mandatory for continuing academic staff and sessional staff in their second consecutive appointment. The sessional staff are paid to attend by the school that employs them.

Structure and delivery of the program

The program is delivered in three main components. The first is a two-day face-to-face intensive mode which aims to be interactive, using group work, discussion, role plays, and case studies and includes a SWAP session. The second is a two-hour face-to-face follow-up where participants meet with an academic developer and negotiate the pathway they will take to fulfil the program requirements. The third is participation in three out-of-session tasks which result in either a written or oral reflection with an academic developer. The program is run four times per year during non-teaching time.

There is an online option (flexibly delivered) for staff who cannot attend the full two-day face-to-face session. This involves participation in a blended learning environment where participants commit to two one-hour sessions per week for three weeks using Centra, which gives a live e-learning experience. These participants then complete the program by continuing with the second and third components as described above.

The program's assessment tasks are a choice of three out-of-session activities selected from ten possible options. The out-of-session tasks can be completed in written form as a report or presented in a portfolio. Academic development staff provide participants with feedback on the tasks. Participants are deemed to have completed the foundations program when they have attended the two-day face-to-face program (or online version), attended the two-hour follow-up session and completed the three out-of-session tasks. In terms of articulation into the accredited graduate certificate program, participation in the two-day face-to-face foundations program (or online version) is a requirement of the first course of the graduate certificate (Introduction to University Teaching). The graduate certificate is a mandatory program offered through the School of Education and taught by the academic development team of the Learning and Teaching Unit (LTU).

Policy

It is mandatory for new continuing academic staff and sessional staff in their second consecutive appointment to undertake the foundation program. The school in which sessional staff are employed are required to pay their staff to participate in the foundations program (two full days, two-hour follow-up and three, three-hour out-of-session tasks). For continuing staff the School is responsible for acknowledging the program as a component of the academic's workload.

The school is notified when participants have successfully completed the requirements of the Foundations program. Successful participants are issued with a certificate of completion.

As the foundations course is available only to continuing staff, fixed-term contract staff and sessional staff in their second consecutive appointment, a tutoring program is run to support all sessional staff. As this program is not mandated, the schools are

not required to pay the sessional staff to attend. However, participants in the foundations program who participate in the 'Tutoring at Uni' workshop can claim payment for attendance as one of their three out-of-session tasks.

In one of the divisions of the university it is possible for PhD students to apply for a scholarship which allows them entry into the Graduate Certificate in Education (University Teaching). The successful candidates also complete the foundations program as it is part of one of the courses in the graduate certificate.

Curriculum

The curriculum focuses on the following concepts:

- alignment in relation to outcomes, assessment and teaching and learning activities
- scholarship of teaching and learning
- research supervision as teaching.

The curriculum design incorporates principles of constructive alignment, integration with the teaching and learning framework and embedding of graduate qualities. These principles and a commitment to diversity and flexible pathways are modelled for staff participating in the program.

Participants in the program are provided with a folder containing the units that will be covered, including recommended readings available through e-Reader and a program-specific website. The program 'assessment approach' is flexible, allowing participants to consider both their current practice and potential future practice through discussion with academic developers and independent investigation through the three out-of-session tasks or via written reflection.

There is positive feedback from the participants regarding the networking opportunities, discussion and sharing opportunities and the SWAP session that occurs in the face to face (and the online version) teaching session. The SWAP session is where participants share an example of their teaching practice with time allowed for questions so others can explore and experiment with new teaching strategies.

Philosophical approach

The philosophical approach has three components:

1. addressing university policy in the form of the teaching and learning framework
2. establishing the university community and culture with a particular commitment to diversity and flexible pathways
3. commitment to constructive alignment between graduate qualities, learning outcomes, teaching and learning activities and assessment.

The Foundations program is designed to improve the teaching skills of academic staff through an exploration of a range of teaching and learning issues.

Evaluation and effectiveness

The foundations program is run four times a year. After each delivery participants are invited to give feedback, and this together with review and reflection by the teaching staff provides for continual revision and improvement. In addition, the program has undergone one external review in the past six years.

An indication of the program's effectiveness is in the number of consultations that continue after the program has finished. It has also been anecdotally observed that those who have completed the foundations program before participating in the graduate certificate appear to progress quicker than those who did not complete the foundations program first.

Best features

The best features of the program were identified in terms of:

- networking and the opportunity for sharing and talking time
- diversity of the cohort and the experiences they bring (including teaching experience and discipline diversity)
- flexibility of delivery and the opportunity to introduce the importance of graduate qualities
- academic developers get the opportunity to connect with new academic staff in a positive way and build strong relationships with faculty members.

Challenges

- Timing of sessions to ensure people can participate. The program is run four times a year during non-teaching time
- Encouraging the 'experienced/expert' teacher to reflect upon teaching practice
- Dealing with the diversity of experience in the cohort which may include full professors and first-time teachers
- Continually trying to be innovative while still maintaining the integrity of what is to be achieved within the program.

Appendix 8: PATHE_WAYS

Yoni Ryan and Pat Kelly, 2009

The Pathe_ways resource has been partially developed and a draft is included in this Appendix. It is intended that the resource be piloted with a group of new academic developers in the first instance and then put online and extended. The resource has 3 sections (for different stages relating to academic development experience) and a selection of modules within each section.

Section 1: Teachers new to teaching foundation programs: Surviving

Module 1: The Context: Foundations programs, what do you need to know?
Module 2: Presentation skills and delivery (teaching skills)
Module 3: Curriculum design
Module 4: Working effectively with diversity
Module 5: Evaluation

Section 2: Ongoing professional development for established foundation program teachers: Engaging

Section 3: Leadership development or renewal for experienced foundation program teachers: Thriving

Draft introduction for online resource

Pathe_ways is an online professional development resource developed as an outcome of the Australian Learning and Teaching Council (ALTC)-funded 'Preparing Academics for Teaching in Higher Education (PATHE)' project, led from the University of South Australia, Flinders University and Bond University and by Professor Margaret Hicks, Associate Professor Heather Smigiel and Associate Professor Gail Wilson, and supported by 32 participating institutions around Australia. The resource draws on much excellent work already undertaken in the development of education n Australia, the sources of which are acknowledged throughout the resource.

There are three sections of self-paced learning modules for foundation program teachers. Choose whichever section best suits your present situation:

Section 1: Teachers new to teaching foundation programs: Surviving

Section 2: Ongoing professional development for established foundation program teachers: Engaging

Section 3: Leadership development or renewal for experienced foundation program teachers: Thriving

(**Please note** that only Section 1 has been developed within this project brief.)

The concept of 'pathways' is the approach to professional development for Foundations teachers recommended by participants in the foundations colloquia. The Colloquia have been held since 2003 but foundations programs for foundations

teachers themselves have only been articulated as a need in the last three years. Foundations teachers generally are designated as 'academic/educational developers'. This program responds to the lack of any recognised pathway to educational development and lack of research into why individuals become academic developers, how to retain them in this field and how they might advance within what has become an international and cross-cultural field (Gosling, McAlpine, & Stockley, 2008). You can contribute to UK research into these areas via http://www.iathe.org.pathways/

This resource is called *Pathe_ways* because the modules are part of ongoing work and research designed to encourage and support you to develop new and ongoing professional expertise as a foundations program teacher, to remain within this field and to progress as a professional academic developer.

Key challenges

All the challenges academic developers face need to be considered against the background of changing expectations of universities. This is a consequence of and is in response to globalisation and rapid developments in information technology. Australian academics comprise one of the most elderly workforces of all sectors. Hugo (2008, p. 15) shows that, while numbers are improving over time, women are still under-represented: "[A]mong the older lecturing staff, there are four men for every woman aged over 55". Australian universities will face a "recruitment challenge" in the next few decades as 'baby boomers' retire at the same time as growing and "intense international competition for high-quality academic staff" (*ibid*, p. 8) is likely to attract Australian academics offshore. North America, the UK and New Zealand also need to recruit and retain academic staff and Asian universities are increasing in number and in their attractiveness to high quality staff. Hugo describes three main challenges facing higher education as the 3 Rs, 'recruitment', 'retention' and 'return' (attracting those academics working overseas back into Australian universities).

Many new jobs are short-term contracts held by younger staff, many of them women and many from other countries. It is significant that just over 40 per cent of Australian academics were born overseas, compared with around 27 per cent of the total workforce. Almost half of the 'permanent academic arrivals' are from Asia (Hugo, 2008, p. 35). They are also highly qualified. Almost half of those with PhDs in Australia in 2001 were migrants (p. 30). Yet there is a worrying trend for more academics to be leaving permanently than moving here permanently (p. 35). These factors impact on who will need professional development, what they will need and how best to facilitate it.

Due to the expansion of foundations programs for academics instituted at most Australian universities over the past five years, many foundations teachers, while highly qualified and experienced in various disciplines, are new to teaching for professional academic development. For example, Sorcinelli et al. (2006) found that, due to increasing demand, more than 50 per cent of Canadian and US developers had five or fewer years' work experience in this field.

Data in the report of the ALTC-funded 'Development of Academics for Higher Education Futures' project indicate the same trend in Australian academic development units: in the 2007 survey undertaken as part of this project, two-thirds

of respondents had been in academic development work for between one and five years. Further, 50 per cent were aged between 50 and 59 years, and almost 27 per cent were aged between 40 and 49 (p. 35). This suggests a workforce that has moved into academic development after a disciplinary academic or professional career, and one not formally qualified specifically in higher education.

There has been some pressure to make formal preparation programs for university teaching mandatory. Structured programs exist, but they vary greatly, from one-day induction through to mandated post-graduate certificates in higher education. Goody's review (2007, p. iv) indicated that one-quarter of Australian universities still did not offer any introduction to teaching programs for their staff. By 2008, only three universities represented at the foundations colloquium that year reported having no Induction or foundations programs. Yet as reported in Dearn, Fraser and Ryan (2002) and confirmed in Rich (2009), few Australian university teachers have teaching qualifications. At least one sandstone university had no academics enrolled in a Graduate Certificate in Higher Education in 2009.

These modules seek to address the call for professional development for foundations teachers by offering a short introduction and guide to some of the main issues and key challenges you may face in preparing and teaching a foundation program for academic staff. Given increased academic mobility, it would benefit the quality of higher education teaching generally if foundations teachers shared a common pedagogy and philosophy, so that academics moving between universities also shared common perceptions about learning and teaching, and had a common language to describe and discuss their teaching roles.

This resource is not a substitute for a Graduate Certificate in Higher Education, the award program most often encouraged by academic developers, and it is not intended to be. We hope that this resource will encourage you to undertake more formal studies when you can. Various avenues are discussed in sections 2 and 3 and there are links to relevant websites. You may wish to investigate the Graduate Certificate in Tertiary Education (GCTE) offered under the auspices of the University of New England (UNE), but including units from the University of Canberra, the University of Ballarat, the Edith Cowan University and Central Queensland University.
http://www.une.edu.au/education/for_students/postgraduate/gradcertsandmasters/gcte.php The GCTE project was funded by the Australian Learning and Teaching Council (ALTC).

Section 1: Teachers new to teaching foundations programs

Section 1 is for teachers **new** to teaching foundations programs and introduces you to the context, supporting theory and practice of academic development in higher education. We have taken a curriculum approach to this, so each module consists of a set of learning outcomes, learning activities, readings and resources.

Section 1 consists of five 3-hour modules, which ideally you will study over three to six weeks. We ask you to evaluate the modules and to self-evaluate your learning when you complete the modules.

Module 1: The Context: foundations programs, what do you need to know?

Module 2: Presentation skills and delivery (teaching skills)

Module 3: Curriculum design

Module 4: Working effectively with diversity

Module 5: Evaluation

(**Please note** that only Module 1 has been completed in full. There are draft outlines of Modules 2-5 but they are not included as part of this appendix.)

Learning outcomes

On completing the five modules, you should:

- be able to discuss the current context of academic development in Australian higher education

- be able to critique the basic philosophies and approaches guiding Foundations programs

- feel confident to prepare, teach and evaluate a foundations program

- work effectively to model and embed diversity in foundations programs.

Module 1: Context: foundations programs

Learning outcomes

On completing the five modules, you should:

- be able to discuss the current context of academic development in Australian higher education.

- be able to identify the basic philosophies and approaches guiding foundation programs.

- be able to apply accepted key concepts in academic development in your own context.

Context: What do you need to know?

What do we mean by academic (or educational) development?

The term you use will depend on personal preference or accepted usage in your university. Academic development "revolves around the improvement, support and development of teaching, learning, assessment and curriculum, the enquiry into, investigation of and research into higher education, and informed debate and promotion of the scholarship of teaching and learning into higher education goals and practices" (Bath & Smith, 2004, p. 14). Academic developers engage in a wide variety of roles within three main areas: teaching, research and service. Bath and Smith explore each of these areas in detail.

What is a foundations program?

Goody (Appendix 1) summarised the common aims of foundations programs in his survey as:

> to introduce academic staff to the principles, concepts and practice of
> teaching and learning in higher education, to provide them with the

knowledge, skills and confidence to operate as effective teachers in a
university setting and an informed foundation upon which to continue to
develop their practice in their institutional context.

Foundations programs are about building relationships that will underpin a
conversation over time. They go beyond introducing new academic staff to the
institution (induction) or only offering teaching tips, although these are part of most
programs. McLoughlin and Samuels (2002) suggest that a useful program would
"foster the scholarship of teaching" as well as provide "academics with the scope
and time to develop professional interests and a portfolio, critical reflection on
curriculum design, assessment approaches and evaluation …". The aim of
foundations programs should be developmental rather than 'remedial' with its
judgmental connotations and assumptions.

This can be a tall order, because most programs are not conducted in ideal
contexts, which assume time and motivated participants. You may have as few as
four hours or as many as 48 hours. The danger with short programs is the
temptation to create a lecture-fest to cram information in, rather than providing a
good experience for participants to build on. As Goody's review (Appendix 1) shows,
Australian universities have increasingly moved towards mandatory programs for
new staff. While most are not formally assessed, they do require participants to
undertake various tasks to complete the course. Most programs generally form the
first unit of a Graduate Certificate in Higher Education and they are usually offered
each semester. They are usually face-to-face with online resources or discussion
forums, or as a 'blended' mix of both modes.

The texts most commonly used and recommended in the programs are John Biggs
(1999), updated by Biggs and Tang (2007), Paul Ramsden (2003), Prosser and
Trigwell (1999), Race (2001) and Laurillard (2002). A longer list is available
(Appendix 1). Each of these texts has a different focus. For example, Phil Race's
work is a practical survival guide with detailed 'how to's' for new teachers, while
Laurillard's work responds to the need to teach effectively with new technologies.

Some Australian foundations programs have moved away from using one core text
to using a small selection of resources for each topic. Their Participants participants
were time-poor and they felt less overwhelmed by fewer texts and engaged more
with those selected. There are useful descriptive case studies in the journal
Innovations in Education and Teaching International, for example, Orey, Koenecke
and Crozier (2003) and Shephard, Riddy, Warren and Mathias (2003).

Why do we need foundations programs?

Most higher education teachers do not have any formal teacher training and
demands on their teaching expertise have increased as a result of larger and more
diverse classes. A survey of one Australian university found that only four per cent
had some teaching qualification (Rich, 2009, np). Graduate Certificates in Higher
Education and short-term foundations programs have emerged to try to fill this gap.
Australia offers no professional association program equivalent to the UK Staff and
Education Development Association (SEDA) professional qualifications programs
(see http://www.seda.ac.uk/fellowship/supportingandleading.htm).

As a foundations teacher, you are entering a relatively new field. Professional development for teaching in Australian universities has only existed for around 30 years. The field is expanding due to increasing professionalisation and the need to meet quality standards in response to the higher expectations of students who are paying for their education in a competitive 'market'. There is also the effect of greater accountability of academic staff through evaluations of teaching and quality audits of universities. Since experienced educational developers began to retire in the mid-90s, there have been increased numbers of younger staff needed to deliver foundations programs. These are from diverse disciplinary backgrounds and with an interest in teaching but not necessarily with teaching qualifications in higher education.

A further stimulus to mandated programs may be the current move to legislate for more stringent teaching qualifications in the vocational college sector in response to quality concerns: it has been suggested that a Certificate Level IV in Training be a minimum qualification for teachers (*The Weekend Australian*, The Australian, 21 August 2009, p. 6).

Educational development has a national and an international dimension. The Higher Education Research and Development Society of Australasia (HERDSA) is a member of the International Consortium for Educational Development (ICED). HERDSA publishes a scholarly journal *HERD*:
http://www.herdsa.org.au/?page_id=25

The ICED network has members from Europe, Canada, Australasia and Asia and encourages collaboration to improve teaching practice. It is concerned with current challenges, but it has a long-term goal of developing core standards and a professional recognition framework. The ICED journal, *International Journal of Academic Development* (IJAD): http://www.mcmaster.ca/stlhe/publications/ijad.html is a forum, a space for networking and a rich resource of research-based ideas and practice. Many other journals and professional associations are devoted to research into higher education. Together these form the basis for claiming that higher education is now a discipline area in its own right.

What are the key teaching and learning theories that I need to understand and engage with?

Peter Kandlbinder and Tai Peseta (2009) identify five key concepts about higher education teaching and learning that currently underpin most foundations programs in Australasia and the UK, and which are introduced briefly below:

- reflective practice
- constructive alignment
- student approaches to learning
- scholarship of teaching
- assessment-driven learning.

University teachers need to understand at least these five concepts as the basis for developing as teachers. You will be need to engage with these and be able to explore their relevance with participants in foundations programs in your university. Many experienced foundations teachers would also include 'communities of

practice' (Pickering, 2006; Viskovic, 2006; Wenger, 1998) and 'working effectively with diversity'. Other important concepts are listed by Goody (Appendix 1).

Reflective practice

Schön (1983) introduced this term. A reflective practitioner will consciously explore and understand how he/she teaches, and ask whether it is effective, what alternatives are possible and what assumptions lie behind their actions (Carew et al., 2008). Reflection involves a critique of assumptions to determine whether any belief, often acquired through cultural assimilation in childhood, remains functional for us as adults. We do this by critically examining its origins, nature and consequences (Mezirow, 1994, p. 223). A reflective practitioner will be able to answer or engage with questions such as: "What steps have you taken to critically evaluate your own work? What is the range and depth of evidence that you use? What have been the effects on students' learning?" (Ramsden, 2003, p. 216).

Bell (2001, in Carew et al., 2008, p. 56) identified three levels of reflection in academics' writing: 'technical' reflection or improving techniques of presenting information, 'pedagogical' reflection which related to developing "a learner-centred conception of teaching" and 'critical' reflection, which related to 're-defining' the an academic's' educational role. Biggs and Tang (2007, p. 43) prefer the term 'transformative reflection': using reflection to become the most effective teacher you can be. This requires teachers to have an 'explicit theory of teaching'. Developing teaching portfolios is one practical way in which teachers can reflect on and document their practice. This is one reason why portfolios are commonly used as an exercise in foundations programs.

Are professional development programs and reflective practice effective?

This is a question that foundation program participants often ask. Rich (2009, np) cites "a growing body of evidence demonstrating the links between quality teaching and effective learning" and considers that quality teaching is linked to "being well informed on the literature of teaching and learning, being reflective about one's practice and committed to improved student learning". Kreber (in Brew & Ginns, 2008, p. 545) found that engaging in teaching development courses led to "higher level thinking in relation to teaching". Brew and Ginns (2008) go further and assert that engaging in the scholarship of teaching and learning can lead to a 'reflexive' approach in which teachers continually challenge their embedded and hidden assumptions. This can lead to emancipatory and transformational changes in what they teach and how they teach it. The module on evaluation revisits this question.

Constructive alignment

Constructive alignment "is based on the constructivist theory that learners use their own activity to construct their knowledge" (Biggs & Tang, 2007, p. 52). Alignment refers to specifying the Intended learning outcome (ILO) in the form of a verb such as 'reflect on', or 'apply'. These verbs guide the teaching/learning activities (TLAs) and what the student needs to do in the assessment tasks (AT). The grading scheme reflects to what degree and how well the ILOs have been met. Constructive alignment can be adapted to courses and programs at all levels (Biggs & Tang, 2007). For a short but comprehensive review of various approaches to teaching and learning, see Ryan (2008).

Student approaches to learning

Key research into how students learn was conducted by Marton and Saljo in Sweden (1976), who studied surface and deep approaches to learning. Biggs and Tang (2007, p. 29) make clear that 'deep' and 'surface' describe ways of learning, not the students, and are better seen as "reactions to the teaching environment". A surface approach involves getting "the task out of the way with minimum trouble, while appearing to meet course requirements" (p. 22), while a deep approach focuses on "underlying meanings, on main ideas, themes and principles, or successful applications" (ibid). There are both student and teacher factors impacting on each approach. Biggs and Tang (2007) explore these in detail.

Ramsden (2003) also bases his influential texts on the principle of student-centred learning, arguing that rather than focussing on 'content', academics need to consider how students best learn a discipline. Changing from seeing teaching as what the teacher does to seeing it as what the student does, is central to developing the scholarship of teaching.

Scholarship of teaching

This is a recent and much discussed term, attributed to Boyer (1990), who identified the scholarship of teaching as the fourth way of being scholarly, equal for the first time with the 'scholarship of discovery'(or basic research), the 'scholarship of integration' and the 'scholarship of application'(in Badley, 2003, p. 303). Teaching and learning are not seen as separate or competing. Quality teaching is itself a 'scholarly effort'. It is part of a shift from an instruction paradigm in which knowledge is transferred from teachers to students, to a learning paradigm, in which higher education institutions create environments in which students are motivated to discover and construct knowledge as members of learning communities (Barr & Tagg, 1995, in Badley, 2003). The accessible introduction by Trigwell et al. to the scholarship of teaching includes its history as well as helpful examples and frameworks to help participants understand where they are in their own scholarship of teaching journey: http://www.clt.uts.edu.au/Scholarship/A.Model.html Their matrix provides a good discussion point for individual and group work on this topic.

Assessment-driven learning

Paul Ramsden (2003, p. 177) defines assessment as a two-way learning process between teachers and learners, with various elements including "reporting on students' achievements", teaching better through clearly expressed goals, measuring their learning, diagnosing misunderstandings, and "changing ourselves as well as our students". This is a very different approach from acquiring facts, skills and techniques and reproducing them on demand. One of the most useful activities foundations programs can provide is a safe space to discuss assessment worries, what makes effective assessment, using real examples of assessment to show how important moderation is, and guiding staff in developing rubrics to make their lives and those of their students easier. A DVD of a critical incident can provide a non-threatening opening for discussion.

What is a rubric?

The Adelaide University's website defines a rubric as "a scoring guide, check list or set of rules that identifies the criteria and the expected standards for a given assessment." Knowing how to develop and/or use a rubric can be one of the most useful skills for new academics in particular. A clear rubric, which students understand and respect, can help to avoid disputes over marks. These are one of the most time-consuming and stressful activities that academics face, as students can be upset or aggressive if they feel they have been treated unfairly. A rubric can be used to explain where and how students have not met the requirements for a grade, and how they can improve in future. There are many websites with detailed explanations of rubrics and examples and templates. Macquarie University's Teaching and Learning Centre offers one clear, brief introduction: www.mq.edu.au/ltc/about_lt/assess_docs/use_ass_rubrics.pdf This includes a link to a podcast, in which Dr Mitch Parsell talks about using instructional rubrics to engage students in assessment: www.mq.edu.au/learningandteachingcentre/for_staff/engage_students/parsell2/index.php The Adelaide University's website offers an introduction to assessment issues, including Bigg's SOLO taxonomy: http://www.adelaide.edu.au/clpd/assessment/design/

Communities of practice

Jean Lave and Etienne Wenger (1991) coined the term 'communities of practice' as a new term for an old phenomenon. The term describes "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly". However, a genuine community of practice must have three characteristics: a shared domain of interest (and shared competence), engagement in mutual learning and information sharing, and a shared repertoire of resources (Wenger, n.d., p. 1). This process takes time and sustained interaction. For a useful discussion of the concept and a higher education case-study see Leshem (2007) and Zimitat (2007). The concept is influencing theory and practice in many domains, from local to global, and is seen as helpful in moving organisations from an instruction paradigm to a learning paradigm.

Working with diversity

All staff (and their students) need the skills and understanding to work effectively in increasingly complex and diverse contexts within Australia and overseas. Diversity includes diversity of entry to university, age, ethnicity and culture, Indigenous or non-indigenous status, class, sexual preferences and disabilities. Staff and students may represent changing intersections of any of these. Many teachers find comfort in a 'deficit' approach because it is easier to stereotype or label a group as a 'problem' than to look for answers in teaching methodologies or in their own attitudes.

You can detect a deficit approach in terms such as teachers 'overcoming', 'dealing with', or 'managing' the 'problems' posed by diversity. This expresses itself in curricula where diversity only appears as an issue in content that 'deals with' minorities as 'problems'. There is little or no mention of cultural issues, cross-cultural skills and understandings as part of the need for global competencies and qualities in the 21st century.

Even the word 'inclusive' is problematic. Inclusive can simply imply a centre prepared to tolerate or admit a periphery. An alternative term is 'responsive', which allows for "reciprocity...the development of a two-way flow of ideas and values between communities" (Barnett, 1994, p. 20). More issues are explored by Kelly (2008a), Sidhu (2006), Singh and Shrestha (2008) and Volet and Ang (1998). There has been little noticeable response to Volet and Ang's (1998) research conclusion that academic staff are responsible for creating environments which support cross-cultural communication, or to research showing that genuinely inclusive or, preferably, responsive teaching is good teaching for **all** students (Biggs, 1999; Heath, 2000). You will need to model best practice in all aspects of a foundations program, from catering, name labels and resources, to group work and inclusive language.

What are some key challenges involved with teaching foundations programs?

One acknowledged challenge is the need to understand and respond to the great variation in how participating staff perceive teaching and scholarship in the current higher education context of highly vocationalised programs (Clement & McAlpine, 2008) and the higher status of research (Rich, 2009). Another is the need to move beyond 'one-off' staff development programs towards a 'continuing collaboration' model. This involves ongoing collaboration and discussions around content and process between developer and discipline staff (Zeigenfuss & Lawler, 2008). This approach echoes and complements the sustained interactions involved in creating 'communities of practice' described by Lave and Wenger (1991) and Wenger (2007), explored further below.

Some senior academics are suspicious of generic development programs and there is a tendency for both academics and staff developers to 'other-ise' each others' experiences (Bradley & Helm, 2007, p. 10). Some academics view academic developers as the 'thought police'. Comber and Walsh (2008) have completed a report based on research into the differing perceptions of academic staff and academic developers. Their report is available online and contains case studies, surveys and responses from academics in various disciplines which explore various reasons for these differences:
http://www.heacademy.ac.uk/resources/detail/aboutus/sheer2_comberwalsh

Goody's review (Appendix 1) identified some common challenges facing or limiting Australian foundations programs. These are described briefly below. Others will be unique to your university. **[Insert Learning activity1]**

Finding qualified staff to facilitate programs

The need for younger qualified staff is increasing, while many experienced facilitators are reaching retirement. It is useful to develop a network of academics, support staff and consultants who can collaborate with you in delivering programs. It is important to get good presenters, rather than just 'filling gaps' in the program.

Time to attend and time to cover topics

Time stress is a multi-faceted challenge. Seventy-four per cent of Rich's respondents (2009, n.p.) felt that they could not keep up to date with the current literature on university teaching, "making it unsurprising that 79 per cent of science

academics also do not think that they incorporate current education theories in [their] teaching practice"*.

It is hard to schedule programs to suit everyone and time-pressed academics find it hard to give time to follow-up activities, especially when programs require ongoing activity. There is not enough time to cover all topics and you do not want to overwhelm participants. You need to balance the legitimate need for 'teaching tips' with the need to develop participants' understanding of the scholarship of teaching as a foundation for their career development. One approach is to offer some choice and include at least one program on a weekend. One practical problem is participants who register but do not attend on the day. This can be improved by sending out personal invitations and reminders several days before the program, asking participants to let you know if they will be unable to participate, because non-attendance impacts on program design and catering. Some universities advise that they will charge schools for non-attendance without notice. Non-attendance without notice is unprofessional and indicates a failure to value the program.

A changing and diverse academic workforce

Participants in foundations programs and graduate certificate programs are from diverse discipline, cultural and motivational backgrounds. Moreover, regardless of backgrounds, not all staff want to attend, nor may they see any need to. Some have been 'required' to attend with the intent of 'improving' their teaching. New academic staff are the most vulnerable since they face so many expectations and demands. They are often learning how to teach at the same time as they are expected to research in their discipline area and understand the complex policies and procedures universities have developed in the past 20 years in response to external and regulatory pressures. These pressures may be compounded for staff from overseas, who are working in a new educational environment, in what may be their second or other language. There is a skill in writing invitations so that they appeal to these groups and in making the programs relevant to differing needs

Accommodating everyone

Participants may include large numbers of sessional staff, on multiple campuses, as well as off-campus and overseas-based staff where there are transnational programs. There are additional issues for Australian staff teaching abroad in transnational programs. There is currently little systematic professional development for them or the local teachers with whom they work. This has been noted as an area of need in AUQA reports (Australian Universities Quality Agency) and by the NTEU, the academic union (Dunn & Wallace, 2006).

A recent study for the Australian Council for Learning and Teaching (Scoufis et al., 2008) argue that over 60 per cent of undergraduate teaching in Australian universities and, based on NTEU surveys, up to 80 per cent, is now done by sessional teachers. Sessional staff have been "embedded in the employment structure" (AUTC, 2003, p. 1) and are likely to remain a feature of university employment for the foreseeable future. Working with sessional staff has its own challenges and the literature is increasing. Read the NTEU's report, the RED report (Scoufis et al., 2008) and the Final Report into the sessional staff development program at the University of Canberra (Kelly, 2008b) for detailed information, a guide to relevant literature and approaches that have been used successfully

elsewhere. Combining sessional and full-time staff for some or all sessions can benefit both groups by establishing networks and informing them of issues of concern. Marginalising sessional staff diminishes their learning and ignores their skills and expertise (Anderson, 2007).

Focus on research

There is a continuing struggle to raise the status of foundations programs as an integral part of the promotion and tenure process rather than as an optional extra which takes time away from the 'real' business of research.

Where teaching is not valued as much as research, despite official rhetoric claiming that it is, Hunt (2007, p. 773) found that lecturers found it a "career hazard" not to focus on their discipline research, as did Rich (2009). This problem is partially addressed by greater reward and recognition for teaching, and formal allocation of time for staff to participate in professional development. This needs to be explicitly linked to their work so that they can see it is relevant. It is also addressed by encouraging research **into** teaching approaches, thus meeting the twin imperatives of research and improving learning and teaching. Resourcing, whether staff or financial, can support or constrain foundations programs. Sessional staff, in particular, need to know that their contribution is valued enough for them to be paid to attend. A practical tip here is to include a few appreciative quotes from participant evaluations in your reports on foundations programs to senior managers. This provides evidence of the support the programs provide.

Whether a program is mandated or voluntary, problems may arise

Mandated programs may create resentment, yet a voluntary program indicates that it is not a priority for the institution. For more information on this issue, see Trowler and Bamber (2005) and Rich (2009). Trowler and Bamber (2005) conclude that professional development programs will succeed only if they are supported by systematic and integrated institutional processes. This would include ways of identifying and spreading 'preferred practices' and developing 'enhancement cultures' in departments and workgroups, working on solving problems through changing practice (p. 88).

How do you evaluate the impact of such programs on teaching or on learning outcomes for students?

Ongoing research is a critical aspect of turning around attitudes to professional development and the scholarship of teaching. Brew and Ginns at the University of Sydney (2008) demonstrate that planned, sustained, institution-wide strategies designed to support and extend the scholarship of teaching do benefit staff and have cumulative benefits. They also led to improvements in three of the five measures that Sydney University uses to gauge students' course experiences: Good teaching, clear goals and standards, appropriate assessment, generic skills, and overall satisfaction with degree quality. Fraser, (2006, p. 13) describes a model based on collaborative partnerships across the various levels within the university. This model depends on 'co-instruction' with each partner trying to explain their understandings and to learn from each other in order to develop shared understandings.

Learning activities

Activity 1: Identify the key challenges of your own context.

Activity 2: Use Kandlbinder and Peseta's (2009) table of key concepts **(insert LINK)** to rate your current confidence in discussing and teaching these concepts. (This will need to be adapted, using a scale from 'not at all confident' to 'very confident'). Revisit after you have completed the modules and the readings.

Activity 3: Read and summarise at least one article related to teaching and learning in your discipline and at least one paper related to a broader aspect of teaching and learning. Send your summary to a colleague for comments.

Activity 4: Identify and explain to a colleague the philosophy/ies underpinning your university's foundations program. Draw a sketch or mind map of the themes that run through your program, such as scholarly teaching and reflective practice. How do they relate to and support your university's mission statement and key policies?

Activity 5: Here are two genuine comments from foundation program participants:

> "I've never attended a professional development program and never seen the need to" (Experienced senior academic).

> "I've never attended a professional development program because it would be like being sent to a Marxist re-education camp" (academic).

What are some possible interpretations of these comments? Knowing that this is a point of view in these academics' schools, prepare a flyer encouraging their staff to attend a foundations program.

Discussion questions

- How might the attitudes expressed by the academics above impact on other staff in his/her school and on any foundations program you may wish to plan?

- "In my country, a teacher is a father and a prophet" (quote from an academic from a middle-eastern background). How might this cultural approach help or hinder this person in an Australian education setting?

Self-evaluation

- Where are you now? The following self-evaluation questions are based on Brenda Dervin's Sense-Making Methodology (SMM) (2003). They can be adapted for workshop purposes. Sense–making methodology assumes that "people have gaps in situations, that they bridge these gaps, and that they put their new sense to work in guiding their behaviour" (Dervin, Foreman-Wernet & Lauterbach, 2003, p. 256). Write brief responses to the following questions and statements. These responses should give you an overview of your current situation.

Where am I now as a staff developer?

The reasons I took this road…

The best of what I have achieved…

What hindered me/what I have struggled with…

What would help me now … (adapted from Vicki Shields, pers.com., 2007)

- Retain a printout of your self-evaluation in your teaching portfolio. You can refer to this and update it as you work through the modules. If you want to know more about teaching portfolios there are many available online.

References and readings

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Resources

Comber and Walsh report on useful research into discipline based versus generic foundations programs and academics' varying attitudes towards the need to do a Graduate Certificate in Higher Education.
http://www.heacademy.ac.uk/resources/detail/aboutus/sheer2_comberwalsh

This is a good introduction to essential and useful reading:

Luzeckyj, A., & Badger, L. (2008). *Literature review for Preparing Academics to Teach in Higher Education (PATHE)*. Retrieved December 16, 2009, from www.flinders.edu.au/pathe/PATHE_Project_LitReview.pdf

McDonald notes that The Higher Education Academy is also preparing a 2009 Exchange Magazine with the topic 'Teachers as learners - the formation of academic staff': http://www.altcexchange.edu.au/uk-refections-preparing-academics-teach

This is a quick guide to reflective practice, critical practice and offers ready access to a list of resources on these topics:
http://www.itslifejimbutnotasweknowit.org.uk/RefPractice.htm

This site of the UK centre for legal education offers a clear introduction to reflective practice and critical reflection, with additional resource links:
http://www.ukcle.ac.uk/resources/reflection/what.html

The University of Adelaide Peer Review of Teaching site offers video clips of teaching situations that people can download and view:
http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/internalpr_resources.html

There are four teaching situations, from Medicine, Chemistry, Professional English and a practical session from Electrical Engineering:

- Bachelor of Medicine/Bachelor of Surgery:
  http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/internalpr_resources.html#MBBS#MBBS

- Chemistry 1B:
  http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/internalpr_resources.html#Chem#Chem

- Professional English (ESL):
  http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/ProfEngl

- Electronic Engineering 1B (Practical):
  http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/ElecEng

AVCC Guidelines for Effective University Teaching Source:
http://www.griffith.edu.au/centre/gihe/teachinglearning/portfolios/home.html

Here is a link to a self-paced online Frameworks for internationalisation (preparation for offshore and intercultural teaching from Curtin University):
http://intercurriculum.curtin.edu.au/program.html

The national Graduate Certificate in Tertiary Education website represents the shared vision of the five participating universities to provide a high quality qualification in tertiary teaching and learning to lecturers in their institutions: http://www.une.edu.au/education/for_students/postgraduate/gradcertsandmasters/gcte.php

This is the website for the ALTC funded PATHE project: http://www.flinders.edu.au/teach/pathe/index.html

Table A8.1. Glossary of terms

Term	Explanation	Feel stopped Feel unsure Unanswered questions
Academic/ educational/ faculty development	"the numerous activities which have to do with the professional learning of academics in post-compulsory, tertiary or higher education" (Brew, 2004, p. 5).	
Constructive alignment	Constructive alignment "is based on the constructivist theory that learners use their own activity to construct their knowledge" (Biggs & Tang, 2007, p. 52). Alignment refers to specifying the Intended Learning Outcome (ILO) in the form of a verb such as 'reflect on', or 'apply'. These verbs guide the Teaching/Learning activities (TLAs) and what the student needs to do in the Assessment Tasks (AT).	
Collegiality	"power shared equally between colleagues" … "reciprocal", can be fostered under appropriate conditions to develop reflective practice and support learning (in Carew et al., 2008, p. 57).	
Community of practice	"groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2007, p. 1). If done effectively, it allows for co-construction of knowledge to develop. However, this depends on three elements which need to be developed in parallel: a shared domain of interest, engaging in mutual learning and knowledge sharing, and a shared repertoire of resources. (See Leshem, 2007, for an example.)	
Diversity	Responding to increasing diversity involves every aspect of teaching and the institution, including curriculum materials, methodologies, attitudes and policies. It is challenging as "every-one is some-one else's other" (Gentile in Ellsworth, 1989, p. 322).	
Evaluation	"a search for evidence-informed understanding, of the effects of our work and of our successes (and otherwise) in achieving our negotiated goals as developers" (Baume, 2008, p. 6).	

Term	Explanation
Globalisation	"opening up of markets to greater competition; increased flow of people between countries; the influence of international forums, laws and treaties; and developments in communications technology" particularly telecommunications and the internet (Coaldrake & Stedman, 1998, p. 30). Appadurai (1990) offers a more layered framework for exploring the disjunctions between economy, cultures and politics, based on five dimensions of global cultural flow: "ethnoscapes, mediascapes, technoscapes, finanscapes and ideoscapes" (p. 296). You might add "eduscape" to these.
Global competence	This term can be used to describe the qualities needed by students to work in global environments. It assumes globally competent teachers with a complex set of skills and qualities (Badley, 2000).
Internationalisation of the curriculum	It is more than 'one-off' lectures on diversity or student mobility. "Teachers and students learning from each other, meeting the needs of overseas, off-shore and local students, creating interdependence between students, viewing our professional practice from diverse perspectives, using culturally inclusive teaching practices, accessing teaching and learning resources which reflect diversity, and offering high quality courses which are internationally relevant" (Patrick 1997, p. 6).
Peer evaluation/ peer review	"Peer review of teaching in universities involves academic colleagues giving and receiving feedback on their teaching practices and its effectiveness in promoting student learning" (Harris et al., 2007 p. 7).
Foundations of teaching program	"those formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university" (PATHE, 2007, p. 1).
Reflection	Reflection involves critiquing our assumptions to determine whether any belief, often acquired through cultural assimilation in childhood, remains functional for us as adults. We do this by critically examining its origins, nature and consequences (Mezirow, 1994).
Reflective practice	Schon (1983) introduced this term. A reflective practitioner will consciously explore and understand how he/she teaches, whether it is effective, what alternatives are possible and what assumptions lie behind their actions (Carew et al., 2008).
Reflexivity	Critical reflective practice should lead to an inbuilt, healthy scepticism in which we are conscious of both being on ever-shifting ground and of the need for on-going growth, reflexivity.
Scholarship of teaching	Building on work by Boyer, (1990) it is "sustained inquiry into teaching practice and student learning that contributes to practice beyond the individual's classroom" (Hutchings & Schulman, cited by Carew et al., 2008, p. 58).

Term	Explanation
Scaffolding	a learning process or strategy, based in Vygotky's developmental theories, in which experts provide appropriate help or support structures to involve learners and sustain their interest. As learners gain skills and internalise the learning, they take over more responsibility for the task and teachers gradually withdraw the support. See Cagiltay (2006) for a good discussion of various types of scaffolding.
Transformative education	Askew and Carnell's view of education as "transformation" saw everyone as "proactive learners who can use intellectual and emotional skills to initiate, negotiate, evaluate their experiences and bring about actions for change" (1998, p. 167, cited by Badley, 2000, p. 246). Transformation is a recursive, not linear, process based firmly in the affective domain and highly dependent on supportive and trusting relationships (Taylor, 2000, p. 308).
Transnational education	Education is offered on a continuum from delivery by Australian academics at an offshore campus, block teaching by Australian academics with tutoring by local staff, to delivery by local staff using the parent university's resources. May use online learning and may be assessed locally with moderation or by Australian academic (Dunn & Wallace, 2006, p. 358).
Work-based learning or Work-integrated learning	"Encompasses all activities that represent independent enquiry and achievement (research, development, design, technology transfer) …" that occur in the work-place (Johnson, 2008, p. 24).

Appendix 9: Metadata template for TSLD

See the TLSD database: http://aragorn.scca.ecu.edu.au/tsldb/

Fields for metadata:

- Resource title
- Teacher's name
- Teacher's email
- Institution
- Brief description
- Advantages of use (rationale) (e.g., What is it? How do you use it? Why do you think it works? How have you adapted it?)
- Type
    – Reference/Text
    – Podcast
    – Workshop activity
    – Case study
    – DVD
    – Website
    – Video
    – Other (please specify)
- Transferability (i.e., can it be applied in all contexts? Or is it institution-specific?)
- Staff
    – Sessional
    – Ongoing
    – Offshore
    – Other
- Scope
    – Small task (10−15 minutes)
    – Session filling activity (1−2 hours)
    – Module-related task (e.g., 3 or 4 weeks, depending on the module)
    – Program-related task (e.g., 10−12 weeks, spanning the entire program)
    – Other (please specify)
- Category
    – Reflective practice and continual improvement (including teaching portfolios);
    – Understanding the of role of assessment in learning (including grading student work);

- – Student-focused teaching (including knowledge of learning theories and implications for teaching);
- – Awareness of diversity in student cohorts and implications for teaching (including ethical issues);
- – A scholarly approach to teaching and learning;
- – The development of a community of practice; and
- – Teaching skill development;
- Resource addresses a different topic (please indicate topic)
- Mode of use
  - – Face-to-face
  - – Online
  - – Offshore
  - – Other
- Special resources required (list any special resources such as computer lab, specific software)
- Rights holder(s)
- Creative commons
  - – This work is licensed under a Creative Commons Attribution - Noncommercial - No Derivatives 3.0 License: http://creativecommons.org/licenses/by-nc-nd/3.0/
- Additional comments
- Resource
  - – The link could go to the resource itself on a third party web site. Alternatively this might link to a pdf of the actual resource, or a more detailed description of how to use it stored in the repository. Where this is the case and additional documents are stored in the repository, they should be appropriately branded with the institution's logo.
- Supporting documentation (e.g., Word docs, PDFs, websites with instructions or additional material)
- Comments – interactive space for users' comments (and encouragement to comment on strengths/areas for improvement/how it can be adapted)

Appendix 10: Process for submitting new resources
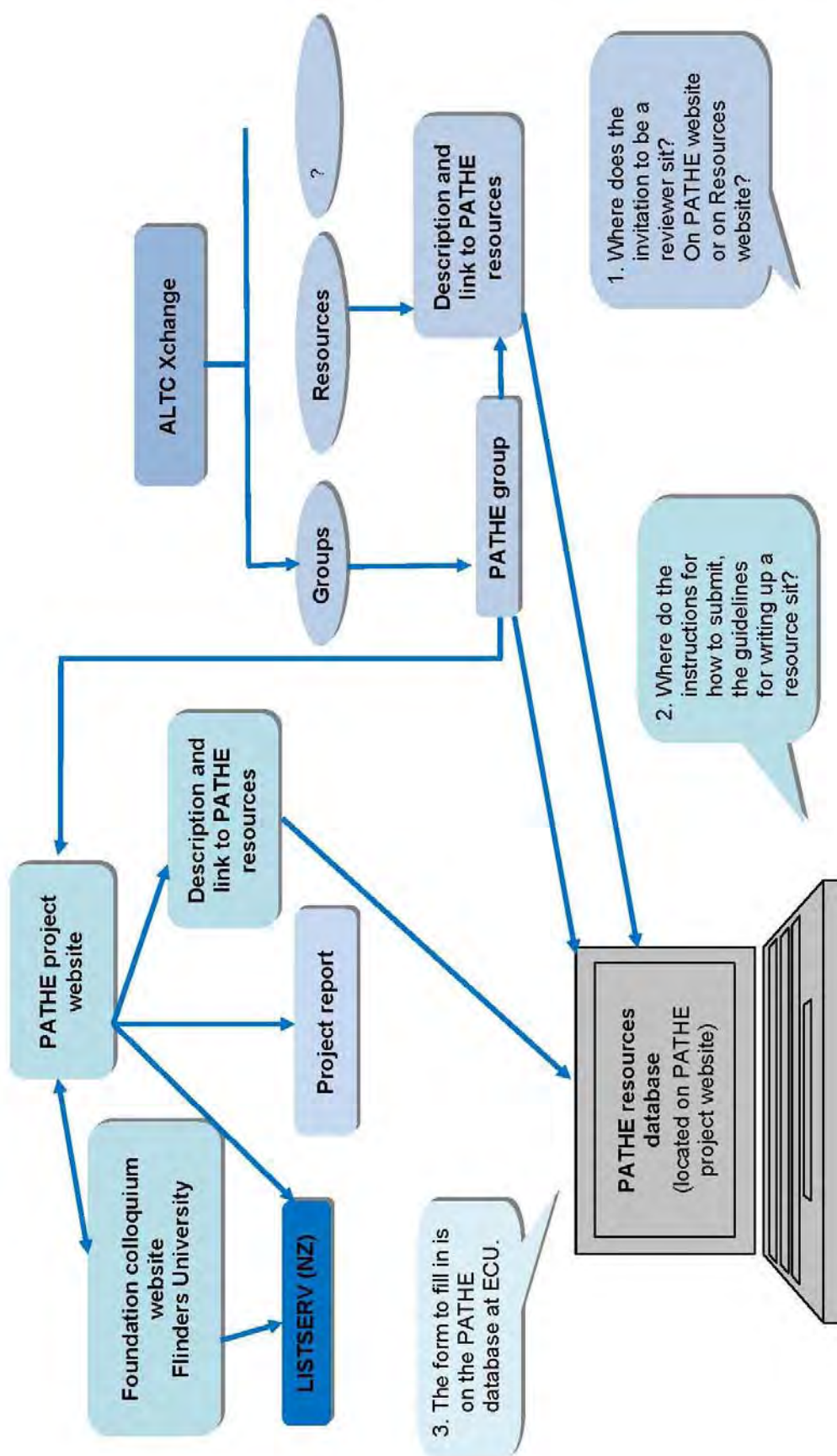
Appendix 11: Overview of colloquium session

	Preparation of Academics for Teaching in Higher Education (PATHE)
AUSTRALIAN LEARNING &TEACHING COUNCIL	Resources Sub-project

Colloquium session: Resources supporting the teaching in foundations program

11 am – 12 noon, Tuesday 30 September 2008

Abstract

Considerable time is invested in developing foundations programs and keeping them up-to-date. This sub-project seeks to identify and make available resources to support this practice. The intention is to:

- Identify and select resources currently used in foundations programs
- Develop a mechanism for sharing resources
- Identify any gaps in resources.

As a community of practice we are very good at sharing informally and adopting and adapting ideas from our colleagues for our own foundations contexts and needs. This subproject seeks to support that process and at the same time acknowledge the contributions by individuals and teams in the foundations community.

A review of the documents produced in the earlier stage of the PATHE project has identified a number of 'Big Ideas' in tertiary teaching that are taught across most foundations programs. This workshop is designed to:

- Find out what resources you use in your foundations programs to teach these 'Big Ideas', why you think they work and your willingness to share them.
- identify areas where you have a need for resources or are planning to develop resources.

What's in it for you?

Opportunities to:

- Get acknowledgement for the work you have done in relation to developing, adopting and/or adapting resources for use in a foundation program
- See how others use and adapt resources
- Share the resources you have developed, adapted and tested
- Have access to other people's good ideas.