

DISCIPLINE PROFILE OF CENTRE FOR HIGHER EDUCATION & PROFESSIONAL DEVELOPMENT

The Centre's mission is to support staff development for both academic and general staff, and to encourage innovative practices in teaching, research, administration and service.

In implementing this mission, academic staff in the Centre have a role that differs somewhat from academics in the Schools of the University. Academic staff in the Centre approach their research role in much the same way, and with the same diversity of approach, as their colleagues elsewhere. However their teaching role is rather different in that:

- a) University staff rather than students are the client group;
- b) courses are provided in short intensive modular sessions as well as in sustained programs;
- c) a higher proportion of time is devoted to one-to-one or small group consultations;
- d) specialist knowledge of good curriculum development and teaching practices is expected;
- e) participation in innovative and developmental projects is a major element;
- f) the workload is independent of the academic teaching year so that there are no regular non-teaching periods for preparation and research.

Academics appointed to the Centre have a background in a disciplinary field relevant to Higher Education and Professional Development.

Higher Education has developed as a distinctive field of study as a consequence of the unique mission of universities as educational institutions, the nature of the academic profession and its constituent disciplines, and the particular ways of understanding and knowing that characterise them. Whilst the study of higher education is informed by a range of cognate areas and disciplines, distinctive approaches have been developed for the study of teaching and learning in a higher education setting, university organisation, leadership and management processes. The practice of professional development and training in organisational settings and in the broad tradition of adult and continuing education is also an important source of research and guidelines for practice in the Centre.

Hence, a variety of disciplines are relevant to the study of higher education and professional development practice and academics in the Centre may come from a number of disciplinary backgrounds, provided they are able to apply that disciplinary training to research and professional development practice in the distinctive setting of higher education. Consequently, whilst their academic and professional training may be in any disciplinary field relevant to the study of higher education, academics in the Centre are expected to have a strong record of research in areas relevant to higher education and extensive experience in professional development provision.

Academics in the Centre are expected to maintain membership in professional associations relevant to their disciplinary background and to higher education and professional development.

Qualifications

All academic staff in the Centre are expected to have a higher degree in a relevant field, although an appointment at Associate Lecturer level may be made to someone enrolled in a higher degree, provided they have sufficient experience for the position concerned. Staff in the position of Lecturer or above, are expected to have a research degree, preferably a PhD, and where this qualification is not of direct relevance to higher education and professional development, some form of postgraduate qualification in (higher) education is expected. In view of the role of the Centre, relevant professional experience is an important qualification and may in certain cases compensate for research qualifications in less relevant areas. Also, an outstanding research record may compensate for the lack of research degree.

Research

All academic staff in the Centre are expected to engage in research. Research in the field of higher education is diverse and includes at least the following three categories:

- Pure research
- Applied research/evaluation
- Research-based consulting and development

Pure Research involves fundamental investigation into the nature of universities, academic work, governance, and teaching and learning.

Applied research/evaluation involves systematic evaluation of the application of theory to practical problems in the university context with a view to both improving practice and contributing to policy and knowledge in the general area.

Research based consulting and development involves working on a collaborative consulting basis with Schools, disciplines and individual staff about the appropriate development of policy procedures and good practice in curriculum development and teaching and learning, and in leadership and management, with an approach that encompasses the development and evaluation of concepts and practices that can contribute to knowledge in the area.

Methodological approaches include qualitative/interpretation and quantitative research, such as survey, case study, historical, policy and documentary analysis. Consultancy and commissioned work in the area of higher education and policy development often make original contributions to knowledge, and in these cases are considered to be research activities.

Publications

Academics in the field of higher education and professional development publish in a range of forums both directly in the higher education field and in cognate fields. Diversity is valued within the field. International journals are generally more prestigious than Australian journals, although research which is Australian context specific is common in higher education and may be best placed in an Australian forum. Pure research work should be published in refereed journals and applied research/evaluation and consulting contributions in refereed journals, professional journals or in specialist technical reports. Other recognised forums include monographs, books, book chapters, commissioned reports, policy contributions to the specialist higher education news media, CD Roms and electronic journals.

Conference papers are regarded as a useful means of dissemination and as a preliminary vesting vehicle for articles to be published in refereed journals. For some projects in the applied research/evaluation area, a conference presentation may be the best form of dissemination to inform practice.

Single authored works tend to be slightly more prevalent than collaborative works. In jointly authored work, assumptions about seniority cannot be derived from the author order and specific advice should be sought about the relative contributions.

Length:

This varies depending on the type of publication, the forum of publication and the needs of the research and scholarship. Refereed journal articles are generally in the range of 4-7,000 words but at times are as long as 10,000 words. Reports range from 50 pages to several hundred.

At Associate Lecturer level, academics in the field are more likely to have a developing publication record, including conference papers and applied research/professional journal papers. At Lecturer level, staff are expected to be developing a sufficiently rigorous and theoretically based approach to research to have some papers in refereed journals. For Senior Lecturer and Associate Professor, the expectation is both in terms of the volume of publications and a greater emphasis on refereed and refereed international journals. From Lecturer level on, staff should have a theoretically based component to their research, even if the essential purpose is applied in nature.

Associate Lecturer:

1. Research may only be in embryo stage, or may be part of a team project or a research degree program;
2. Publication may include conference papers, articles in professional journals and reports.

Lecturer:

1. In addition to any research and development activity, it is expected that a lecturer has a developing area of pure or applied research where s/he is a

major contributor. A lecturer should also be developing a senior or independent role in research.

2. A Lecturer may have a variety of types of publication, but one refereed contribution per year would be a reasonable expectation.

Senior Lecturer

1. A senior lecturer should have an active research profile. This would include an area of independent research and/or one in which s/he makes a major contribution.
2. Publications may include conference papers, professional and/or policy contributions and refereed contributions. At least 1-2 major refereed papers per year.
3. A senior lecturer should have a national reputation for their research and scholarship.

Associate Professor

1. An active research profile with strong publication record.
2. International reputation for refereed work and an average of two major refereed publications per year.
3. Evidence of leadership in research and contributions to fostering the research of others in the discipline.
4. Should have made a contribution to the discipline through research and development/policy work.

Depending on the nature of the research, books or monographs may be appropriate alternatives to refereed articles.

Teaching

The majority of teaching by academic in the Centre is at Postgraduate level and ranges from short seminar/workshops of one hour involving relevant research and enhancement of practice, to full length courses which are taught as part of the CHEPD Certificate in Higher Education. The mode of teaching and assessment for these courses is equivalent to standard practices for postgraduate work in the humanities and social sciences.

Staff at all levels in the Centre are expected to be good teachers, with both strong practical skills, a diverse range and repertoire of techniques and the ability to model or portray practice in terms of relevant theory and research. They should be highly reflective of their practice and able to provide a coherent statement of their choice of objectives, teaching approaches and assessment methods. Centre academics should present an exemplary portfolio in support of their teaching performance.

Both sustained courses and skills development projects involve co-ordination responsibilities equivalent to co-ordinating an award course unit, or full degree program. These responsibilities are a blending of teaching and administration.

Some of the teaching role in fact takes place in a one to one professional development consultation, where expert advice is provided about teaching, research, administration or service.

Overall, the teaching role in CHEPD involves the following range of approaches: one-to-one; interactive small group; seminar; 'sustained' courses; short courses; workshops; *development of material; course design; *action research into teaching; *policy input i.e. application of research into teaching. (*= especially S/L and A/P)

Teaching Loads are impossible to quantify given the nature of discipline; there are some fixed, week by week responsibilities, but one to one consulting is provided as the need arises. The Centre does not operate on fixed teaching 'semesters' but rather on continuous activity throughout 12 month period.

Associate Lecturers in the Centre

1. Should be good teachers, i.e. have a variety of presentation and delivery styles; able to interact well with 'students'; understand and assess 'student' learning/professional needs; communicate well with 'students'; able to develop appropriate professional development program based on 'student' needs.
2. Should be able to teach in several of the core teachings/or management areas of CHEPD and preferably have an area of teaching/knowledge specialisation or be developing one.
3. Should be able to consult with and advise academic staff in their specialist area.
4. Should be able to undertake, under supervision, responsibility for a CHEPD project area.

Lecturers in the Centre:

1. Should be good teachers, i.e. have a variety of presentation and delivery styles; able to interact well with 'students'; understand and assess 'student' learning/professional needs; communicate well with 'students'; able to develop appropriate professional development program based on 'student' needs.
2. Should be able to teach in a majority of the core teachings/or management areas of CHEPD.
3. Should have at least two areas of specialisation and be actively teaching in these drawing upon own research and scholarship activities.

4. Should be able to take independent responsibility for the co-ordination of CHEPD projects, especially in area of own specialisation.

Senior Lecturers in the Centre:

1. Should be good teachers, i.e. have a variety of presentation and delivery styles; able to interact well with 'students'; understand and assess 'student' learning/professional needs; communicate well with 'students'; able to develop appropriate professional development program based on 'student' needs.
2. Should be able to teach in all of the core teachings/or management areas of CHEPD.
3. Should be actively teaching in areas of own specialisation and capable of supervising research degree students.
4. May be asked to teach/guest lecture at other institutions.
5. Should be able to co-ordinate projects in area of own specialisation and in broad teaching areas of CHEPD.
6. Should be able to contribute significantly to the development of teaching programs.

Associate Professors in the Centre:

1. Have exemplary teaching skills
2. Have a leading profile in the discipline
3. May be asked to teach/guest lecture at other institutions.
4. Should be able to assess and contribute to the development of appropriate teaching/professional development projects at all levels of CHEPD's work.

Contributions to the University and the Community

CHEPD is not formally represented on many of the University formal committees, but does have membership of many project-based working parties such as those relating to Quality Assurance. In addition, CHEPD itself, has established a number of University-wide committees to advise on various programs. CHEPD staff are expected to be active participants in Committees relevant to their teaching and research responsibilities and to provide leadership in advancing the work of the Committee or working party.

Academic staff in CHEPD are expected to be involved in the work of professional associations relevant to their work and may particularly be involved in providing advice at various levels of other tertiary institutions, or other education and training settings.

CHEPD expects all staff to be involved in administrative duties within CHEPD, although the level of responsibility may vary. Given CHEPD's size and its University-wide role, this load can be very high. Involvement in and contribution at the professional level of the discipline beyond the University would be expected.

Associate Lecturer

Would be expected to carry out the normal administrative load associated with their teaching (equivalent to course level teaching/admin), in addition to participation in CHEPD meetings and internal centre administration.

Lecturer

In addition to Associate Lecturer, it would be expected that a lecturer carry out administration associated with teaching but it may be more at course/unit/project level as demanded by the teaching responsibilities of a lecturer.

Senior Lecturer

As for Lecturer, only teaching related administration would involve a greater level of responsibility.

Demonstrated leadership in administration within the Centre would be expected as well as possible involvement in University level of service.

A senior lecturer may be asked to take on responsibility as Acting Director.

Thesis examining, invitations to present talks, reviewing of manuscripts and grant applications.

Associate Professor

As for Senior Lecturer plus contributions to the leadership at the level of the Centre's overall program.