Framework for the Professional Development of Academic Staff as Teachers[1]

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Amendments	
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<table>
<tr><td colspan="2" align="center">Related documents</td></tr>
<tr><td align="center">UJ documents</td><td align="center">Other</td></tr>
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- UJ Vision, Mission and Values;
- Teaching and Learning Policy;
- Teaching and Learning Strategy;
- Quality Promotion Policy;
- Quality Promotion Plan: 2010-2016;
- UJ Online Policy Framework;
- Professional Academic Staff Development Framework Senate: Sept 2009 (14:06:11)
- Policy: Tutoring and Tutors Approved Sept 2016

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- Higher Education Act (Act 101 of 1997);
- Ministry of Education: National Plan for Higher Education in South Africa: February 2001;
- CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004;
- Protection of Personal Information Act 4 of 2013 (2013).

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<tr><td>Stakeholders affected by this document (units and divisions that should be familiar with it).</td><td>

- Executive Deans/Vice-Deans;
- Heads: Academic Departments;
- Lecturers (Part Time and Full Time);
- Executive Directors/Directors;
- Academics;
- Senior tutors and tutors;
- Assistant lecturers;
- Postgraduate School

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[1] Version 1: 8 August 2018
Version 2: 12 October 2018
Version 3: 22 October 2018
Version 4: 29 January 2019 (MECA 6 November 2018 amendments included)

	• Centre for Academic Planning and Quality Promotion • Centre for Academic Staff Development • Centre for Applied Technologies
Website address of this document:	**INTRANET:** https://www.intranet.uj.ac.za

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1. INTRODUCTION

The vision of the UJ is to be "an international University of choice, anchored in Africa, dynamically shaping the future". The mission of the university is follows: "inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge". These are underpinned by four values, namely: imagination, conversation, regeneration and ethical foundation. The six strategic objectives provide a focused means for realising the Vision, Mission and Values of the University as set out above. They further represent a re-working of the original UJ Strategic Thrusts 2020 in the context of a wider positioning of the University as "The Pan-African" Centre for Critical Intellectual Inquiry, with the primary goal of achieving global excellence and stature.

The six strategic objectives are:

- Excellence in Research and Innovation.
- Excellence in Teaching and Learning.
- An International Profile for Global Excellence and Stature.
- Enriching Student-Friendly Learning and Living Experience.
- Active National and Global Reputation Management, and
- Fitness for Global Excellence and Stature (GES).

The importance of fostering quality teaching to enhance the learning outcomes and experience of students is central to the mission, vision and values of the University of Johannesburg (UJ). The University's commitment to enhance the quality of teaching and learning is based on the recognition that graduates, must be equipped with the knowledge and skills required to enable them to participate as citizens and professionals in a rapidly changing world.

Excellence in teaching and learning will be achieved, as indicated in Strategic Objectives 2014-2025, through:

- "Offering intellectually rigorous curricula that respond innovatively to the challenges of the 21st century".
- Embedding "sophisticated teaching and learning strategies, appropriate to different programme types, which include the constant and dynamic use of learning and teaching with technology both on and off campus".
- Developing "teaching as a scholarly activity…..through the public acknowledgement of teaching commitment and expertise at the Faculty and at University level".
- Enhancing "staff capacity and programmes for early, mid and later career development".
- Regular peer and student evaluation of teaching.

In addition, higher education in South Africa is such that universities are required to be responsive to the pressures current in our society. The call to decolonise university thought and practice combined with the complexities of teaching and learning for the Fourth Industrial Revolution, demand ongoing reflection on practice.

The UJ has a range of activities to support teaching and learning. These include a SARCHI Chair in Teaching and Learning, the UJ Teaching Innovation Fund, the UJ First-Year and Senior Student Experience, the Vice-Chancellor's Teaching Excellence Award, and promotion criteria that allow academics to determine the weighting allocated to teaching, research, community engagement and leadership. The University provides a range of opportunities and programmes, formal and informal, to enhance the teaching and learning skills and competencies of the academic staff. The provision of these opportunities is premised on the University's focus on the quality of teaching and learning, and an appreciation of the traditional role of academics as disciplinary experts creating and transmitting knowledge is changing. Academics are expected to develop and enhance the pedagogical skills and competencies needed to mediate effective student learning. However, as pedagogical skill and competence is not integral to preparing for an academic career in higher education, there is a need at system and institutional level to facilitate the professionalisation of teaching through the provision

of professional development programmes at the various stages of the academic career. Whether a new academic, a mid-career academic, or a senior academic all leaders responsible for teaching and learning need opportunities to acquire, enhance or refresh the skills needed for effective teaching and learning.

This framework has been developed to give expression to UJ's values and principles in respect of the professional development of academic staff as teachers. The framework expresses the University's recognition of the multiple roles academics play in relation to research and community engagement, which reflects the interwoven relationship between the generation of new knowledge, its application and integration, and its transmission through the processes and practices of teaching and learning. The linkages between the three areas contribute directly to the overarching academic purposes of the University and, as each is an element of scholarship, require a different approach and intervention to facilitate the professional development of academic staff.

2. PURPOSE

The purpose of this framework is to steer innovative, contextually relevant, engaged and scholarly practices in teaching and learning. As academic work is complex and dynamic, ongoing professional development across all areas of teaching and learning is needed. The framework aligns with the proposed national framework: *Towards a National Framework for Strengthening University Teaching in South Africa* and the overall transformative agenda of both the DHET and the CHE to raise the status of teaching and learning in higher education**.**

3. PRINCIPLE

The central principle which underpins the framework is that ongoing professional development is a process which involves the promotion of critically reflexive pedagogies, fostered through participatory and collaborative engagements.

4. VALUES

The achievement of teaching and learning that delivers on the intended purpose is informed by the following key values:

4.1. Values students' life experience and prior knowledge

Effective teaching and learning is learning-centred, dynamic, and respectful of and designed to build on students' prior knowledge and experience. In an effective teaching environment, careful consideration is given to what is taught, the best ways to facilitate student access to the knowledge, skills and attributes selected, and the explicit purposes and goals of such selections, Effective teaching sets the context for mutual growth and development and provides opportunities for students to develop holistically.

4.2. Relevant, contextual and authentic

Teaching and learning considers the context in which it takes place. In a rapidly changing environment, in which profound social inequality juxtaposes with rapid evolutions in technology and artificial intelligence, finding ways to foster and advance human rights and dignity for a socially just world is central. To achieve these goals, it is necessary to work across disciplines. Teaching and learning ought to be informed by the needs of students, society and the discipline. Opportunities for real life engagement and authentic learning opportunities should be created in the context of the search for decolonised knowledge which is research informed. Rapid changes in society like the advent of the 4th Industrial Revolution and how it impacts on teaching and learning must be considered.

4.3. Recognises teaching and learning as a social activity

Teaching and learning is relational, reciprocal and contextual. It involves forging partnerships with other teachers, students and learning in and with communities. Good teaching is informed by an ethics of care and a commitment to working towards a socially just society.

4.4 Encourages the development of a professional and scholarly identity
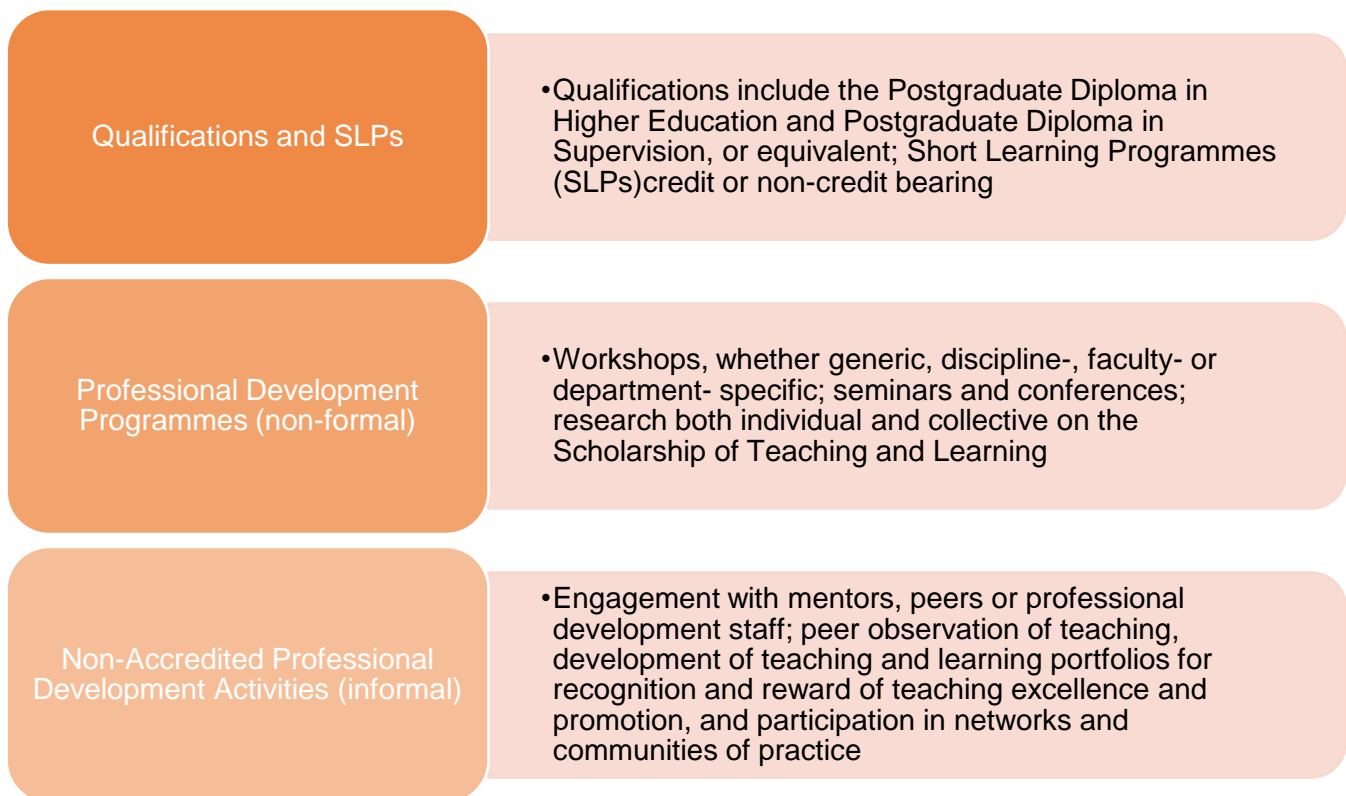
Disciplinary and/or professional identity is essential, as is the scholarship of teaching and learning to advance good teaching practice and deepen student learning. A professional and scholarly identity is one in which critical reflective practice is practiced, including the evaluation of teaching. Equally important is the practice of teaching in ethical ways and engendering in our students ethical behaviour in thought, practice and inquiry.

4.5. Lifelong learning

Lifelong learning refers to learning that is pursued throughout life and is integral to professional development of academics as teachers at all stages of their careers. It is in keeping with the principles of ensuring that learning is flexible, diverse, relevant and in keeping with the shifting needs and expectations of universities and challenges of teaching and learning spaces.

5. TYPES OF PROGRAMMES

The provision of, and support for, professional development will be ongoing, flexible and involve the use of technologies. Opportunities will include the following:

Qualifications and SLPs	• Qualifications include the Postgraduate Diploma in Higher Education and Postgraduate Diploma in Supervision, or equivalent; Short Learning Programmes (SLPs)credit or non-credit bearing
Professional Development Programmes (non-formal)	• Workshops, whether generic, discipline-, faculty- or department- specific; seminars and conferences; research both individual and collective on the Scholarship of Teaching and Learning
Non-Accredited Professional Development Activities (informal)	• Engagement with mentors, peers or professional development staff; peer observation of teaching, development of teaching and learning portfolios for recognition and reward of teaching excellence and promotion, and participation in networks and communities of practice

5.1 Target Groups

The academic community at the University is diverse. The professional development framework takes into account the needs of every conceivable grouping in the university, taking into account the stages of an academic career. The framework is designed to account for the fact that while academic careers have a particular trajectory, the context and circumstances in which teaching and learning take place are dynamic and

often challenge current wisdom. As a result, the groupings below are not hierarchical, neither is the development path viewed as linear. Academics are encouraged to make use of the opportunities presented as the need and circumstance arise, while meeting certain defined minima.

Professional development opportunities, including engaging with the scholarship of teaching and learning, will be provided for all academic staff at the various stages of the academic career path:

Emerging scholars in teaching and learning: assistant lecturers, nGAP scholars, doctoral students and postdoctoral fellows preparing to pursue an academic career	**New academic entrants**: including staff who have entered HE teaching from other career paths, and those with fewer than five years' teaching experience.
Senior academics: associate professors and professors with ten years or more years of teaching experience and who require access to current developments in learning and teaching to enable them to refresh their teaching practices, including facilitating the mentoring of early career and mid-level academics	**Mid-level academics**: lecturers and senior lecturers with five to ten years teaching experience and who would benefit from consolidating and building their knowledge and skills in teaching and learning, including in areas of specific interest
Academic leaders: heads of department and deans who require access to current developments in learning and teaching, including national policies that impact on teaching and learning and solutions to managing and leading change processes	
Staff that directly or indirectly support teaching and learning: clinical staff, laboratory technicians, library staff, learning support staff; part-time academic staff; student tutors (UJ Policy for Tutor Training).	

5.2 Participation in Professional Development

Professional development is integral to the University's performance management system and will be given effect as part of the staff's key performance indicators:

Emerging scholars in teaching and learning	• Induction and academic preparation programme[2] • Teaching technologies workshop • One additional workshop[3]
Mid-level academics	• Teaching technologies workshop and other workshops • Short learning programmes in teaching and learning.
Senior academics	• Teaching technologies • Short learning programmes in teaching and learning
New heads of department	• UJ's Professional Development Workshop for HoDs

- In addition to the above, staff have to have their teaching (including postgraduate supervision) evaluated and appraised by students annually, and by peers every three years. Peer evaluation may be formal or informal and is determined by the individual academic in consultation with the HoD.

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[2] Exemption from this training may be granted at the discretion of the Head of Department or Dean if the staff member has completed a similar programme at another university, and / or has registered, intends to register or has completed a postgraduate diploma in higher education or equivalent at UJ or another higher education institution.

[3] Teaching and learning-related activities include activities undertaken at departmental level, faculty, and institutional, national or international level

- All academic staff are to draw up an annual personal development review, which reflects on their teaching, the outcomes of the student evaluation and an appraisal of their teaching and plans for enhancement.

5.3 Responsibilities

University	The University will:
	• Reflect its commitment to teaching excellence through recognising and acknowledging that teaching and research are equally valued in its policies, strategic plans and public communications. • Integrate and embed teaching excellence, including the scholarship of teaching and learning, in appointment, recognition, reward, and promotion criteria and mechanisms for all academic career paths. • Ensure that participation in professional development opportunities - formal and informal – is protected and factored into institutional, faculty and departmental workload distribution models, including recognising the scholarship of teaching and learning for sabbatical purposes. • Allocate adequate resources to professional development opportunities whether internal and external, at institutional, faculty and departmental levels.
Faculties	The Deans and Vice-Deans: Teaching and Learning will:
	• Develop and promote a faculty culture supportive of teaching and learning. • Ensure alignment between the faculty and departmental teaching and learning strategies. • Create opportunities for faculty-wide engagement on learning and teaching practices and outcomes, including sharing best practice. • Facilitate the innovation of new approaches to teaching and learning across disciplines and encouraging and promoting interdisciplinarity. • Promote and facilitate interdisciplinary scholarship of teaching and learning. • Support and mentor HoDs in the implementation of the faculty and departmental teaching and learning strategies. • Ensure professional development activities are factored into faculty and departmental workload models. • Ensure the adequate allocation of resources in the faculty budget to support professional development opportunities, both internal and external.
Academic departments	Heads of Department will:
	• Develop and coordinate the Department's teaching and learning strategy. • Facilitate and promote a culture supportive of teaching and learning. • Develop a mentorship system for early career academics. • Create opportunities for engagement on learning and teaching including sharing best practice. • Facilitate the innovation of approaches linked to the discipline. • Promote and facilitate disciplinary-based scholarship of teaching and learning, both individual and collective. • Include participation in professional development in the workload distribution.