

What can Australian Enterprise Bargaining Agreements and Graduate Certificate in Higher Education courses tell us?

A university teacher/lecturer should possess both research expertise (i.e. a PhD in their research field of interest) and possess formal teaching training by completion of the Graduate Certificate in Higher Education (GCHE). This PhD study investigates the role that the GCHE plays in training researchers to become teachers by analysing university employment agreements (i.e. Enterprise Bargaining Agreements (EBAs)), GCHE course content and interviews obtained from graduates of GCHE from select Australian universities. Analysis of EBAs will be presented at the conference. Results from this study has current and future implications for sustainable pathways and policy development in university lecturer training.

Abstract

Globally and in Australia, there is increased pressure towards formalisation of university teaching, with expectation that completion of the Graduate Certificate in Higher Education (GCHE) by academic staff will lead to better teaching and learning practices (Kandlbinder and Peseta 2009) such as leadership in education, competence in scholarship of teaching and learning and use of technology in teaching. Some GCHE graduates are interrogated by their host universities regarding the efficacy and delivery of the course for audit purposes or to improve future local GCHE offerings (Ginns, Kitay et al. 2008, Ginns, Kitay et al. 2010). There has been no Australian study investigating the role GCHE plays in supporting transition from biomedical/health science scientist to teaching focused academics across different Australian universities. This PhD study aims to investigate what is covered in GCHE across different universities, university governance and how teaching focused academics experience the GCHE at two case study Australian Universities via qualitative methods such as systematic analysis and Critical Discourse Analysis of available online documents and policy, such as Enterprise Bargaining Agreements (EBAs), the course content of GCHE, and interview transcripts from graduates of GCHE using Leximancer software. Preliminary results from systematic analysis of public online texts and documents (i.e. EBAs and GCHE course content) from Australian universities will be presented. Future analysis of such public policies and documents (i.e. EBAs and course content of GCHEs) can provide an insight into impact of government and institutional governance across Australian universities in providing sustainable professional development for teaching focused staff.