

**UQ Amplify**

**2019-20 TEACHING PLAN FOR EXISTING**

**EXTERNALLY-FUNDED FELLOWS**

**OVERVIEW**

UQ Amplify is an institution-wide approach to attracting, retaining and developing externally-funded Fellows. It aims to expand Fellows’ available career trajectories via a ‘one-UQ’ approach to post-Fellowship employment contracts and enhance their career development through an appropriately-scaled teaching commitment. UQ Amplify provides the opportunity to build, grow, and refine the candidate’s academic skills alongside integrating leading researchers of all levels with the UQ teaching program. Individuals on UQ Amplify appointments will contribute to the coursework teaching endeavour of the University.

For current Fellows based in Schools, a Teaching and Research (T&R) post-Fellowship contract will be used, and the teaching allocation will be made by the Head of School as for any academic staff member without the need for a UQ Amplify Teaching Plan. For Fellows based in Institutes a Teaching Plan is required for candidates applying for UQ Amplify funding towards a Research-focussed (RF) post-Fellowship contract.

Fellows will vary greatly in their teaching experience, and under UQ Amplify, the length of time available to develop material and contribute to the teaching program will also vary. It is therefore important to carefully calibrate the teaching contributions to be expected under UQ Amplify for existing Fellows.

Under the RF appointment to be provided for Institute-based Fellows seeking a UQ Amplify post-Fellowship contract, approximately 20% of their time will be expected to be devoted to the contributions under the Teaching Plan. This is consistent with the 20% of time that both the ARC and NHMRC allow to be devoted to other activities under their people support schemes. For School-based Fellows on a T&R contract, the allocation of teaching load under a UQ Amplify contract will be in line with the expectations for all T&R academics in the School.

**Expectations of the teaching commitment – Institute-based Fellows**

While the specific details of the Teaching Plan are to be developed between the candidate and the Head of School (or delegate) in the School where the teaching activities will be delivered, the following examples will assist in ensuring that the expectations around what constitutes a 20% commitment are consistent across the University. At the same time, it is recognised that the cultural norms of different disciplines and Schools will influence the nature of the implemented Teaching Plan.

*Example 1: A researcher with a 5-year UQ Amplify post-Fellowship RF contract in a STEMM area*

* Primary mode of contact: Responsibility for the delivery of approximately 1/3 of a 2-unit course through the primary mode of contact used in that course. This may often, but not always, equate to between 10-15 hours of contact containing original, non-repeated lecture material developed by the researcher in collaboration with the School (Course Coordinator, T&L Chair, other contributors to the course), and may also involve, or be replaced by, other modes of course delivery depending on the course.
* Secondary mode of contact: Responsibility for the development and delivery of a similar proportion of the secondary contact if present in the course; for example, practicals, workshops, tutorials.
* It is expected that there will be a similar level of responsibility for the development and marking of a proportionate level of assessment for the course.

*Example 2: A researcher with a 2-year UQ Amplify post-Fellowship RF contract in a STEMM area*

* With only 2 years available, and the likelihood of minimal teaching experience, it is not expected that a full teaching profile will be developed and delivered (as in Example 1).
* Some development and delivery using a primary mode of contact would be desirable.
* Participation in the development and delivery of materials in a secondary mode of contact, such as practicals, workshops, tutorials, online delivery or field trips.
* A proportionate level of involvement in assessment.

*Example 3: A researcher with a RF contract in a non-STEMM area*

* A teaching commitment generally equivalent to coordinating and teaching one course in a year, but may be spread across more than one course.
* This would usually be two to three hours of contact time per week for 13 weeks and would typically comprise a combination of lectures and tutorials.
* Other contributions could include master classes, methods seminars, workshops, online/external Masters courses.
* A proportionate level of involvement in assessment.

Once again, these examples are provided only as a reference point, and should not be taken to be proscriptive in terms of the detail of how any particular course is delivered.

**Responsibilities of a UQ Amplify appointee**

* To deliver the teaching activities personally. It is not permitted to substitute more junior staff (for example from a research group) to fulfil any teaching responsibilities without the express permission of the relevant Head of School. Failure to fulfil teaching responsibilities personally without such permission may be considered to constitute unsatisfactory performance.
* It is expected that UQ Amplify appointees on a RF contract would normally not be given responsibility for coordinating a course in a STEMM area.
* To participate in a review of teaching outcomes on an annual basis as part of the annual performance appraisal with the relevant Head of School (or delegate).

**Responsibilities of Executive Deans, Heads of School and Institute Directors**

UQ Amplify is a whole-of-University initiative that requires cross-unit cooperation from many organisational units. In particular, Heads of School play a vital role in the UQ Amplify strategy. Structuring appropriate access to the teaching curriculum, not only for School-based Fellows but for Fellows from cognate Institutes, will require considerable coordination. While UQ Amplify will benefit students and the curriculum by adding considerable teaching capacity to UQ’s teaching programs, decreasing student/staff ratios, and exposing students to more leading researchers with a diverse set of interests and backgrounds, integrating these staff into the teaching program may be quite challenging in specific circumstances.

* Institute Directors are asked to engage proactively with cognate Schools to inform them of the number and discipline areas of UQ Amplify candidates who are to apply;
* Heads of School are encouraged to think creatively on how to gain the best outcomes for both students and UQ Amplify appointees;
* In some cases, there may be sufficient critical mass in a discipline area to enable new teaching initiatives to be developed.

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| **Fellow name:** |  |
| **Employing Institute at UQ:** |  |
| **School for Teaching Plan:** |  |

**Certification by Head of School for Teaching Plan**

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| --- | --- | --- | --- | --- | --- |
| As the relevant Head of School, I endorse the proposed Teaching Plan: | | | | | |
| **Signature:** |  | **Date:** |  | | |
| **Please comment on the value of this Teaching Plan to the Curriculum of the School** (150 words, mandatory): | | | | | |
| **Should the UQ Amplify applicant undertake the TEACHING@UQ program?** | | | | **Yes** | **No** |

**Certification by host Institute Director**

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| As Institute Director, I endorse the proposed Teaching Plan: | | | |
| **Signature:** |  | **Date:** |  |

**TEACHING EXPERIENCE**

Provide a brief self-assessment (200 words maximum) of your current experience in teaching. *This context is required to assist in developing a suitable Teaching Plan that is relevant to your experience.*

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**TEACHING PLAN**

Please copy this page for each Course you will contribute to.

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| --- | --- | --- |
| **Course code and level** |  | Undergraduate  Postgraduate (Coursework Masters) |
| **Course title** |  | |
| **Number of Units and Mode** | (e.g., 2-unit; 4-unit) | (Mode of delivery) |
| **Course Coordinator** | (if not the applicant) | |
| **Number of students** | (2017 head-count, if an existing course) | |
| **School** | (in which course is taught) | |
| **Select the curriculum development and course coordination activities you will contribute to, from the list below:**  Coordinate the course  Curriculum review/design as the major contributor  Curriculum review/design as an active participant  Develop MOOC/SPOC material  Other: *<insert details>* | | |
| **Select the learning resources you will develop/coordinate, from the list below:**  Print materials  Videos  Hosted discussion boards  Facebook/social media page  Reading lists/reference texts  Other: *<Insert details>* | | |
| **Select the teaching and assessment/feedback activities you will undertake, from the list below:**  Lecture <*insert number of hours*>  Tutorials/labs/demonstrations <*insert number of hours*>  Dedicated student consultation hours <*insert number of hours*>  Training student mentors/lab assistants  Supervising field work or hosted study trips  Setting assignments  Setting exams (including scripts/essay questions/performance-based assessment)  Developing grading criteria/marking guidelines  Marking  Moderation  Other: *<Insert details>* | | |

**Description**. Provide a brief overview (200 words maximum) of the major themes you intend to cover and the expected outcomes for students in terms of the new skills and experiences they will receive.

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