

The University of Notre Dame Australia (Notre Dame)

Case Study Summary

1. Institutional Context

University profile

- Founded in 1989 and is one of Australia's two Catholic universities and one of its two private universities.
- Three Campuses which are located in Fremantle, Broome, Sydney.
- One of the smaller universities in Australia with a student population of over 11,000 students.
- Offers a range of VET and alternative entry pathway programs.
- Focus on industry-ready graduates who benefit from small class sizes and a commitment to pastoral care.
- Notre Dame values the importance of a whole of University approach that recognises and builds on existing commitments to Indigenous education and respect for Indigenous peoples throughout Australia.
- Students required to complete core curriculum units (philosophy, theology, ethics).
- The Objects of the University are central and overarching:
The provision of a university education within a context of Catholic faith and values; and the provision of an excellent standard of –
 - i. teaching, scholarship & research;
 - ii. training for the professions;
 - iii. pastoral care for its students.

2. Institutional Expectations for Teaching Practice

Notre Dame has a long-standing emphasis on and expectations of high standards for teaching practice. Teaching quality is carefully monitored and reviewed via well established and effective internal moderation and external benchmarking mechanisms. Academic promotion at Notre Dame has history of valuing and rewarding high quality teaching.

3. Teaching Criteria

- Approaches to promoting active student involvement in learning
- Catering for differences in student learning styles
- Monitoring student learning
- Quality of feedback to students
- Commitment to developing student independence in learning
- Recognition of teaching expertise at internal, local, National, international levels
- Approaches to teaching for fostering/improving learning
- Teaching innovations
- Sustained high level performance

- Students' evaluation of:

University Teaching Criteria & Standards Framework

- intended unit outcomes
- clarity of expectations
- presentation and challenge of subject matter
- availability
- quality of instructional materials
- relevance, effectiveness, meaningfulness of strategies used
- creation of opportunities for student participation and interaction
- rapport with students
- quality of assessments and feedback on these

4. Approach to Implementation and Progress to Date

Notre Dame is was committed to embedding the significance of quality teaching into relevant processes, prior to involvement in this project. The significance of the AUTCAS Framework will be in identifying ways in which it could be used to further support, refine and strengthen what is already in place.

At this stage, the Academic Council has acknowledged the potential value of the Framework and endorsed the Learning and Teaching Committee to further explore its potential applications; this Committee has been tasked with preparing a proposal with a set of recommendations. Possible areas of the Framework's application which are under consideration for Notre Dame are: benchmarking of current academic promotion criteria for areas of value-adding; informing the developing momentum for peer observation strategies; informing the development of an institutional teaching criteria and standards framework.