

CADAD/HERDSA Survey of Professional Development Needs of Academic Developers.

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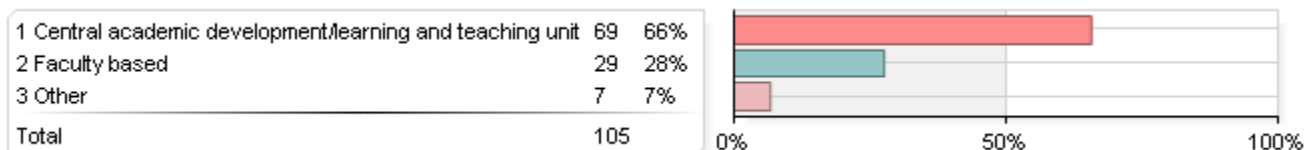
Project Audience Public
Responses Received 107
Response Ratio 0%

Prepared by Jodie Simpson
Creation Date Wed, Feb 03, 2016

1. Institution.



2. Work location



3. Job Title

Comment
Academic Developer
Head, Teaching Development
Senior Higher Education and Training Developer
Senior lecturer - Assessment & feedback
Head Digital Pedagogies
Lecturer in Higher Education
Senior Educator
Lecturer eLearning
Senior Learning Skills Adviser
Lecturer, Curriculum and Education Resource Development
Educational Designer
Grants and Awards Officer
Blended Learning Designer
Senior Project Officer
Learning Technologist
Assoc Prof sotl
eLearning Designer
Educational Developer
Deputy Manager, Educational Development Team
Research Assistant and Lecturer
Educational Developer
Manager and Senior Educational Developer
Senior Educational Developer
Manager
Education technologist
Education Advisor
Senior Teaching and Curriculum Consultant
Senior Educational Designer
Lecturer
Learning Technologist
Senior Learning Technologist
Lecturer
Learning Technologist
Consultant
Lecturer
Awards and Grants Co-ordinator
Director, Centre for Tertiary Teaching & Learning
Professional learning Consultant
Senior lecturer, learning and teaching
Senior Organisational DEvelopment Advisor
Faculty Blended Learning Academic Lead
Teaching and Learning Developer
Learning Designer

Chair of Teaching and Learning
Academic Developer
Educational Developer
Research Fellow
Senior Lecturer
Lecturer, Learning Environments, Research & Evaluation
Senior Coordinator Learning and Teaching
Lecturer, Academic Development
Educational Designer
Educational Developer
Lecturer
Educational Developer
Senior Coordinator (L&T)
Learning Technologist
Higher Education and Training Developer
Director of Research
Senior Higher Education Developer
Educational developer
Senior Academic Developer
Director of Learning and Teaching
Teaching Consultant
Senior Advisor, Learning & Teaching
Lecturer in Design and Serious Games
Manager, eLearning Technology Support
Learnig Designer
Lecturer in academic development
Lecturer
Senior Lecturer
Program Research and Development Officer
Lecturer
Senior Advisor Learning and Teaching
Academic advisor
Hlgher Education Academic Staff Developer
Senior Lecturer
Teaching and Learning Developer
Learning Designer
Director
Academic developer
Academic Developer
Lecturer in Higher Education Learning Design
Associate Professor, Scholarship of Learning and Teaching
Educational Developer
Director
Lecturer
Academic Developer
HDR Professional Skills Program Manager
Director of Programs

Manager Education Design and Development

Learning and Teaching Developer

Lecturer, Learning and Teaching Quality

Ed Developer

Senior Advisor, Learning & Teaching

Senior Advisor, Learning and Teaching

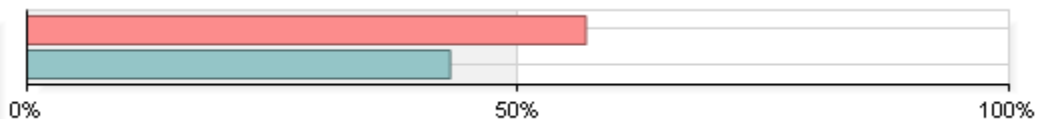
Senior Coordinator, Learning & Teaching - Academic Development Group

Casual academic

Academic Developer

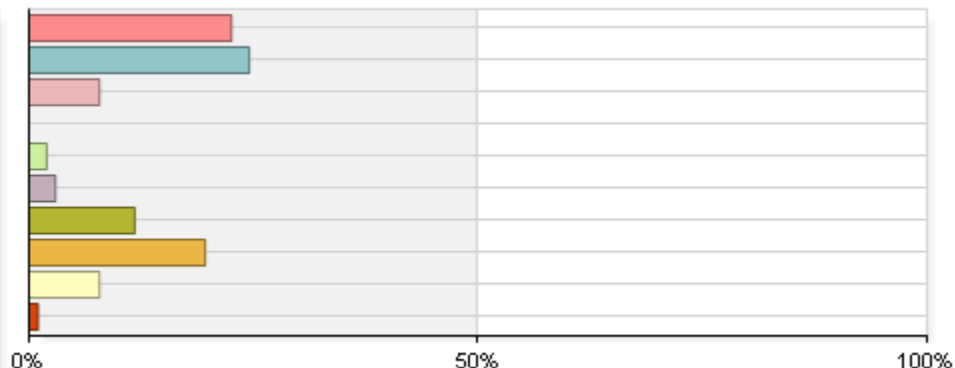
4. Please indicate your classification and level.

1 Academic	37	57%
2 Professional	28	43%
Total	65	



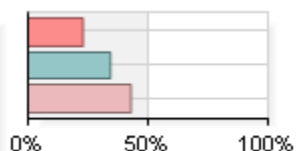
4. Please indicate your classification and level. (2nd Scale)

1 Lecturer	23	23%
2 Senior Lecturer	25	25%
3 Associate Professor	8	8%
4 Professor	0	0%
5 HEWL 5	2	2%
6 HEWL 6	3	3%
7 HEWL 7	12	12%
8 HEWL 8	20	20%
9 HEWL 9	8	8%
10 HEWL 10	1	1%
Total	102	



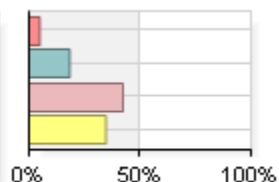
5. How long have you been in your current role?

1 Less than 1 year	24	23%
2 1-3 years	36	34%
3 more than 3 years	45	43%
Total	105	



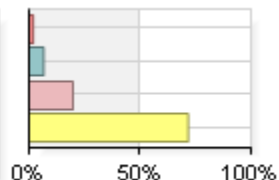
6. How long have you been in any academic development role?

1 Less than 1 year	5	5%
2 1-3 years	19	18%
3 4-10 years	44	42%
4 More than 10 years	36	35%
Total	104	

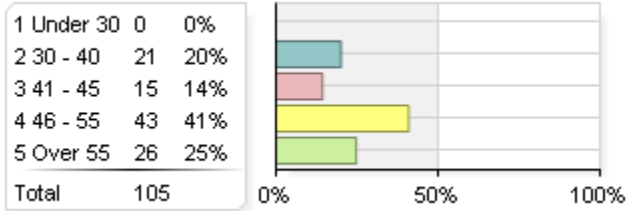


7. How long have you worked in higher education?

1 Less than 1 year	2	2%
2 1-3 years	7	7%
3 4-10 years	21	20%
4 More than 10 years	76	72%
Total	106	

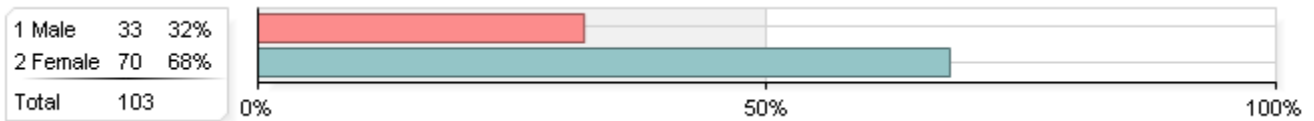


8. Please indicate your age group.

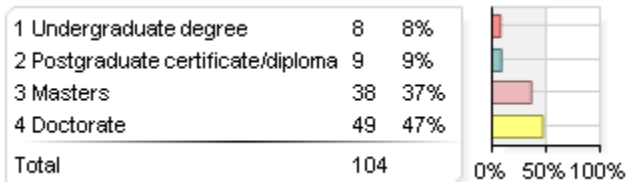


Statistics	Value
Response Count	105
Mean	4
Standard Deviation	+/-1

9. Gender

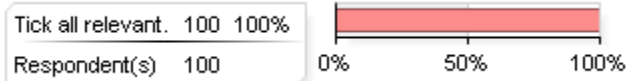


10. What is your highest qualification?

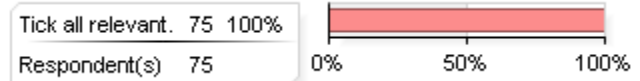


Self-managed learning.

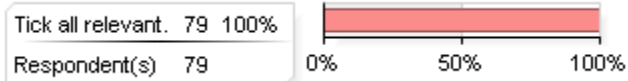
1. Ad hoc conversations about work with people in similar roles



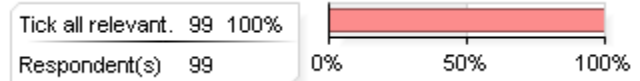
2. Participating in peer networks within the University



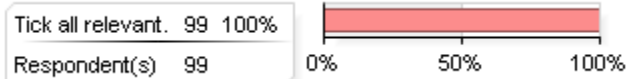
3. Participating in peer networks beyond the University



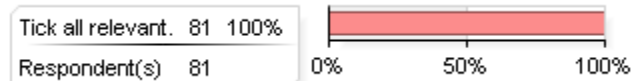
4. Undertaking self-guided reading on academic development, organisational development etc.



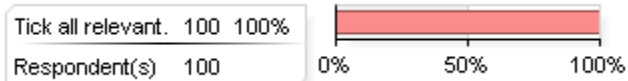
5. Accessing information on the internet



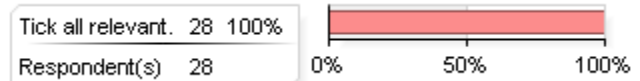
6. Involvement in professional groups or associations



7. Engagement with literature

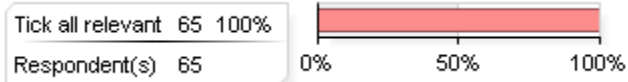


8. Applying for award programs

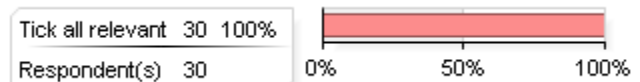


Practice Based Learning

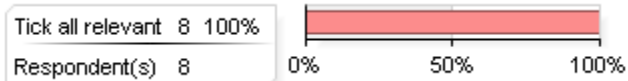
1. Being involved in informal mentoring/coaching



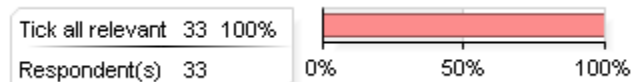
2. Being involved in formal mentoring/coaching programs



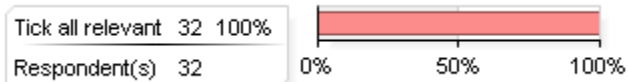
3. Undertaking work-placements or exchanges



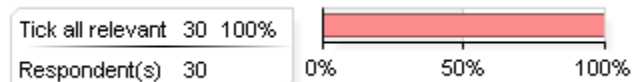
4. Participating in professional development programs which are custom-tailored to your needs



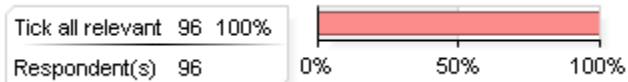
5. Study of 'real-life' workplace problems



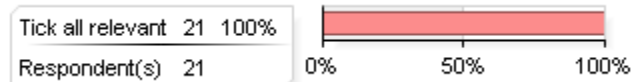
6. Undertaking site visits to other institutions or agencies



7. Learning 'on-the-job'

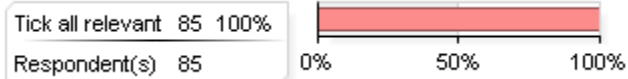


8. Acting in higher duties



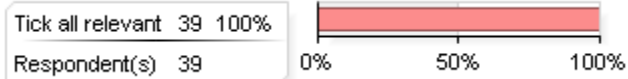
Practice Based Learning (continued)

9. Conducting research in learning and teaching

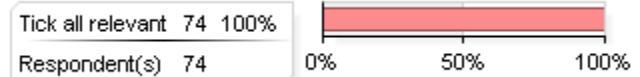


Formal learning

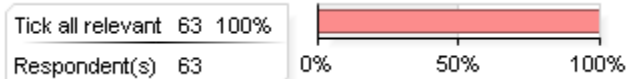
1. Participating in formal feedback reviews



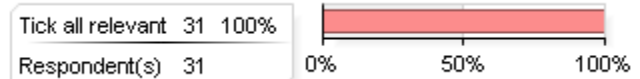
2. Participating in academic development seminars (internal)



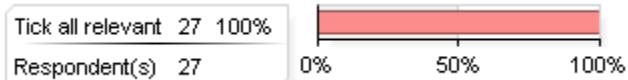
3. Participating in academic development seminars (external)



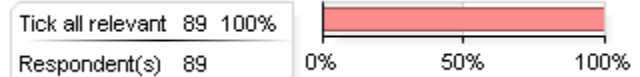
4. Completing formal programs provided by your university



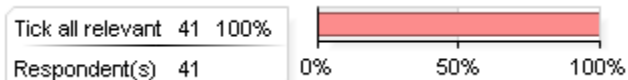
5. Completing formal programs given by external providers



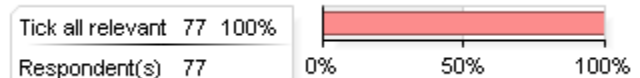
6. Attending learning and teaching conferences



7. Completing a tertiary qualification relevant to academic development work



8. Participating in annual performance reviews



Other:

Comment

Reviewing articles in related areas.

MOOCS, limited external training with no PD budget, Keeping abreast of research and trends

HERDSA Fellowship program (which might be considered a "formal program given by external providers")

I am currently working in the promotion and expansion of the Educational Fellowship Scheme recognition for university teaching as mentor and lecturer.

Study leave, which enabled me to be based in other, international universities - tremendously valuable

Encouraging publications on teaching practice

I don't attend many learning and teaching conferences because attendance isn't funded unless presenting a paper. The institution won't fund attendance *just* for professional development purposes and I don't have time to produce papers. I used to be able to attend forums relevant to my work but that is no longer funded either (e.g. HE forums on L&T, governance, evaluation etc). Often there is simply no time to attend things I want to attend because our own professional development isn't really workloaded.

na

I also run an international conference in networked learning

Teaching a tertiary qualification relevant to academic development work

Participating in OLT projects

Twitter

Observing academic leaders who I'd see as good and not so good role models - in meetings, at events, noting their communication styles etc

11b What professional development do you find most effective in supporting your work in academic development?

Comment
Learning on the job through professional dialogue and peer review.
This is many and varied - some workshops and conferences are better than others - some colleagues, literature etc more helpful
Practice-based learning
Attendance at meetings run by professional bodies, which usually involve a site visit to another institution
Just in time or action learning
Engaged applied research and practice sharing with colleagues in similar roles
the informal conversations had with colleagues and engagement with the literature (although it is hard to keep up with it all).conferences are great but get to very few.
Coaching
External Seminars
innovative applications of affordable and existing technologies, networking with others in similar roles
Communicating with external people in equivalent roles and attending professional development seminars outside my uni
Learning new ICT technologies
Membership of Q-PEN, which provides the most relevant information and resources for the grants and awards officer type academic development role.
Workshops run with or by other academic developers, curriculum design experts and technology vendors of technology enhanced learning products.
networks, sharing practice and reflecting on my practice
Peer discussion
developing my networks
Community of peers (internal and external to my university), attending conferences
Being given time for self-education
Being given time and if possible fees to attend relevant conferences and seminars
Training, attending workshops and conferences, and on the job learning.
Ad hoc dialogue with colleague about current practice to reflect on and improve current practice.
My own attention to the literature, my own writing, and the work I do mentoring others coming into the profession or involved in extending their own knowledge and expertise.
Events and networking
Conferences aimed at Ed developers;
just in time learning
Some of the professional development programs has been very useful. I also try to learn by example and replicate what I see works for other people in similar roles
Communities of Practice group to exchange discuss about problem and exchange ideas.
Engagement with colleagues across other institutions nationally and internationally. Sharing of practice and ideas
Practice based learning
I find it very useful when I get a chance to hear academics talk about their practice and what has/hasn't worked with students. For example, the Transforming Assessment webinars have been useful, but I haven't always been able to suggest these practices to academics because they often have quite specific technologies in use.
Completing formal programs provided by the university.
Networking
Work in professional societies
accessing list serves
seminars, conferences, other events
informal just in time mentoring. developing experience over time.
Colleagial conversations - formal and informal

Attending conferences and publishing

Conferences, but I do wish there were more opportunities for informal learning on my own campus.

Participating in professional development programs which are custom-tailored to your needs

Regular meetings with other staff developers; targeted workshops and conferences

learning on the job

Conferences. Research in teaching and learning. Conversations with colleagues.

Performing reviews; Peer networks

Targeted workshops and seminars on particular and specific issues.

Conversations with 'master' practitioners

Project oriented collaborations aimed at specific problems or issues.

needs based self learning

Formal qualifications have been most effective for me.

1. conferences (to see how other academic developers are addressing pd needs of staff)

2. Mentoring for specific purpose, i.e., writing mentor to achieve publication in the field

Blend of above listed

Attending conferences and being active in the NTEU. The latter has probably provided more professional development to me than my employer has, especially in the last few years when forum and conference attendance funding has been cut significantly.

task based challenges

Mostly in the area of practice based learning, especially study of 'real-life' situations and research and PL that relates to this.

Any opportunity to network with colleagues

Learning on the Job, studying real-life workplace problems, seeing what other institutions/organisations are doing, either via formal or informal sessions, conferences, or site visits.

Targeted short workshops, case examples

Ad hoc conversations with people in similar roles

peer networks

Talking with colleagues and sharing ideas

attending conferences

reading the literature

writing

PD that accompanies a specific goal or project on which I am working. Something that I can activate immediately.

self guided reading for specific purposes (in response to request for assistance with certain learning & teaching concern or for as part of research)

Formal education. conferences

Sharing ideas with colleagues at my own and other organisations.

Going to conferences where I can reflect and discuss my practice

AD seminars

attending conferences; usergroup engagement and targeted skills development

Formal programs

formal mentoring programmes (structured)

Writing retreats

Mentoring from an experienced academic

Having the time to read widely about a specific area when it presents itself as important,

Formal qualifications, conferences and seminars, informal mentoring

team based on the job

Conversations with other advisors

Working with teaching staff and exchanging ideas and practices

Professional conversations and collaboration with colleagues from in and out of the university. Professional learning seminars/Teaching conferences relevant to higher education are always brilliant places to share and learn.

Collaboration and conversations with academic development peers.

Learning by doing - development of Online professional learning programs

Workshops

Participating in OLT projects or learning and teaching research projects

Learning and teaching conferences and informal networks

Workplace learning eg leading a unit through change management, leading strategic projects

No one, but a mix

Networking with other AD's. Attending conferences. SoTL

working with external colleagues on AD projects

Engaging in reflective activities, ways of supporting student learning and engagement, researching means of assessment and pedagogical theories.

Working on academic projects

Conferences

peer presentations

Learning from others engaged in professional skills development in Australia and across the world

small groups for half a day with real practical opportunities

keeping up to date with research, peer networks, JIT specific topic seminars/workshops

discussions with others in similar roles; learning on the job; learning by doing; learning with others

I benefit from a range of different experiences and interactions. I find a mix of formal and informal peer review, conversations, structured feedback and also attendance of conferences and seminars is best for maintaining freshness and ability to generate ideas and support staff.

real world scenarios, learning from other ADs.

Theory-informed presentations; participation in scholarly network discussions

Peer networks and conducting research reflecting on my own practice.

Peer-based collaboration

small-ish learning events which are highly inter-active, leading to further collaboration formal or informal

conferences, especially STARS, HERDSA, our own university T/L conferences

External discussions / email / blogs with peers from other Australia and Overseas institutions.

12a. Nominate the one most significant professional development opportunity you have received to support your current role.

Comment
International benchmarking project.
See comment above
Attending conferences where ideas and practice are shared by professionals with similar roles.
Attendance at an ascilite conference
mentoring
Funding to attend Contemplative Pedagogies workshop in the US - it was a workshop style conference rather than a give a paper style conference and tour of US Universities
Opportunity / expectation to complete Graduate Certificate in Higher Education
Internal Program - Graduate Certificate of Tertiary Teaching
I attended a Moodle advanced user course at my previous employer.
Attending AALL conferences
Participating in eLearning conferences
Graduate Certificate in Higher Education.
A Learning Design forum with other institutional staff who were also academic developers and instructional design professionals.
HERDSA Fellowship
Ascilite attendance
attending the CADAD meeting
Grant to attend conference
Attendance at Moodlepodium
Ascilite, membership, conference attendance and participating in this community - this year as a reviewer.
Developing and expanding on workshop material, and actually giving the workshops myself.
Workshop symposium on the Research Skills Development Framework
My early involvement with NCODE/ACODE was instrumental in shaping my understanding of distance and online learning and teaching.
Very IV Workplace training and assessment
Formal degree qualification - Masters
Foundations of teaching and learning
So far I have done a Managing Up seminar which has been pretty useful. Note that I have started on the HEA fellowship work but have not yet had the time to complete so can't be sure that is not better.
Mentorship by academic development leaders
N/A
I mostly feel that I have been required to learn 'on-the-job', with very little additional support.
Informal mentoring from a senior colleague, who is very supportive and encouraging but also asks lots of sharp questions, and exposes me to a wider range of views, events and literatures than I could access on my own.
Attending learning and teaching conferences.
Completing a doctorate in higher education
winning grants and being involved in projects
Provision of special purposes leave to work to work on research related to higher education and academic development.
Research leave as a visiting researcher at the University of York, UK
the Foundations Colloquium
Opportunities that came out of study leave and being invited to contribute to AD work elsewhere
The Emerging Leaders Program conducted at USC by Kylie Readman

Attending an international conference recently

Secondment to a higher role.

Informal conversation with senior academics

support in self learning

Completing a MHEd

Higher Education Research program set up by the Monash Education Academy

One to one mentoring to achieve better publication outcomes

Opportunity to do research leading to peer reviewed paper

There is no one single significant opportunity, but I've found CSHE seminars and other seminars by visiting scholars most useful over the last couple of years, although I'm only able to attend local (i.e. Sydney) free seminars or CSHE seminars if they coincide with visits to Melbourne on other business. I used to attend the EAIR Forum every couple of years and presented papers there but as the papers aren't fully peer-reviewed that's no longer funded - but if I had to name a single conference that really assisted and supported my work in the past, it would be that one. NTEU conferences (State of the Sector Conference, Teaching Conference, Insecure Work Conference, University Governance Conference) and Executive meetings are also very useful and relevant to my work.

n/a

Being part of a team which received an enhancement grant and working with that team to research and report on a particular area.

Leadership/mentor training within my institutin

Nothing comes to mind

National meeting of Directors of Research within our industry sector.

one to one personal training on taking up the post

Sorry, there is no one opportunity that does this. It is constantly questioning and exploring through a number of means. Practical examples of what people have done, frameworks for thinking, scholars who have investigated an area or issue and share their insights. Chats with teachers.

preparing for presentation at ISSOTL conference

Completeing a Master in Teaching and Learning

I have thought about this and cannot think of one significant event. The opportunities I have had have small impacts that make incremental effects.

Nil in my current role

Vendor relationship management and mentoring/coaching sessions

The Online Learning Consortium's Online Teaching Certificate program with elective in Online Science Labs Mastery

A year-long programme in 'developing scholarly habits'

Internally I was invited to participate in an emerging leaders course.

Opportunity to be on the Faculty of the ACODE LTLI

Informal mentoring from colleagues and peers

Sadly none.

Learning and teaching symposium

The annual WA Teaching & Learning conference is superb! It is local but allows a cross-range of staff and ideas available for discussion, sharing and learning.

ISSOTL in Quebec, 2014 was excelelnt also from an international perspective.

None

Working in multi skilled/multi-disciplinary groups to design, develop and deliver a program of formal and informal professional learning

Had so few opportunities. Nothing stands out

It's easier to nominate one from when I was in a previous, more junior role. I was invited to participate in an AVCC Women in Leadership symposium. It was a residential event with a group of women who were mostly more senior, with a number of sessions run by impressive women leaders.

A one day workshop provided by the OLT

Being part of the PEN group

ISSOTL 2015 conference

Attending the CADAD meeting

Completion of the Associate Fellowship of Higher Education Academy.

Opportunity to do research and development projects beyond just the University

None

academic women leadership program run internally at the university

Attending the AGCR (DDOGS) meeting/conference in Canberra

OLT workshops on writing for funding and awards.

no one opportunity stands out-PD has been more organic and ad hoc, often only identified as PD after the learning has occurred

Receiving a bursary to apply for a HEA Senior Fellowship

Graduate Certificate University Learning and Teaching

Have not participated in any significant PD this year. Have learnt most by chatting with colleagues and learning on the job.

Attending the ISSOTL Conference this year is the most significant recent activity I've undertaken.

Secondment to central academic development group.

2015 STARS conference

Supportive line management (Unit Director and DVC(A)) to work independently across whole of institution.

12b. Briefly outline the impact of this professional development activity.

Comment
Capacity to take the lead in a subsequent change programme.
Assists in both affirming some practices I am engaged with but also learning other ways of doing things, particularly to address programmes of a similar nature.
Development of networks
Working towards probation
Inspiration, Ideas and ongoing contacts
As I do not yet have a PhD this provided some credibility for my role and also the opportunity to create research of my own in T&I (as I had moved from a specific non-education discipline into academic development)
Greatly appreciated as being on short contracts precludes me at present from completing a PhD.
Critical reflection for behaviour change
TRuely understanding the capability and limitations of the LMS.
Provided me with inspiration and ideas for implementing on my campud
Sharing knowledge about how other tertiary institutes are overcoming challenges with online learning.
Only one semester completed, however has provided me with sound learning and teaching theory knowledge to better support award and grant applicants with articulating their claims/proposals.
Provided collaboration and sharing opportunities, such as sharing war stories and how challenges can be overcome. Learning about new ideas/technologies/ways of working with staff.
This PD activity, through reflection and discussions with my mentor, has increased my personal efficacy and self belief as well as enabled a deeper understanding of my own teaching philosophy.
Haven't been yet
provided resources for some work that I need to do provided me the opportunity to network with colleagues I wanted to work with
Valuable networking Finding out what is being done in other institutions Seeing examples of cutting edge technological solutions
Adds to my tool box of ideas for solving ed dev problems that I encounter.
Informs my teaching and learning practice, and enhances my teaching skills and mentoring practice.
Practical experience and examples of how to implement holistic changes to curriculum design, by more targeted engagement with academics.
I met the "elders" and the pioneers of this area of work - the original Heads of Distance Education Centres and sat in on their meetings, listened to the solutions they proposed for their day-to-day management problems, and observed the ways in which they led Australian innovations in distance learning. In leading this work in Australia, they shaped the way the world approaches it today.
Found new ways of engaging with academics on educational themes
Gave a formal base and framework to educational design practice
synthesised many concepts and practices which helped me to identify which areas I need more learning and practice in
It helped reinforce things I do right and given me more confidence, it also helped me tweak the way I approach academics. Getting this little thing correct at the start can help with the actual business of providing the support they need.
I was able to develop an understanding of my role and my contribution to the discipline of higher education. I was included in projects and activities that expanded my horizons and inducted me into this field of scholarship. I was provided with mentorship in managing teaching and learning projects and inducted into a network that I have been able to maintain across my career
Obviously this is very effective learning - as you can learn from your mistakes and you are learning what is actually required in order to do your job. Unfortunately it can be a bit scary if those mistakes made are significant.
Promotion to Level C (effective 2016) Co-authored papers Co-leadership of new initiatives Feel inspired, feel supported at work

More confidence to present future whitepapers on impact of emerging technologies to enhance learning and teaching practices.

provided me with solid grounding in teaching and learning theory, program development, other higher education issues including student affairs

allowed me to connect with various parts of the university, form teams, own a project.

I am about to embark on this but in anticipation I expect the opportunities to work with others outside my institution and to read and to write will be significant.

I gained insights into work being done in the UK and the EU around professional development for tertiary teachers.

It gave me confidence and provided a safe space to explore issues. It was the only PD that explicitly worked on the skill-set needed for those of us who worked to support staff who were teaching. I received support, shared ideas and experienced camaraderie. My experience of Academic Development is that it is a bit on the 'outer' in our local universities and this forum legitimised my profession and challenged me to develop my skills further.

It gave me a broader perspective, challenged me, and developed my confidence

This program gave me an opportunity to build networks across the University, build a profile across the University and be approached to take on the role of Blended Learning Academic Lead.

Enabled me to share with and learn from academics around the world, both those NOT in staff development and those who are. We were a community of practice interested in improving our practice wherever in our institutions we are located. Good networking and ongoing contacts

About to start it, but it has given me a lot more scope for my activity.

Information on institutional direction; needs of faculty staff in their L&T; strategy development

can spot spelling errors (see above!)

helps me guide others - but not being a practicing academic it does leave me with some student-to-staff inexperience

Broadened and deepened my knowledge of the discipline.

Trusted colleague as critical friend helping me to work up theoretically-sound paper for a journal over a six month period

Chance to think through links between academic development theory and practice with thought leaders in this field

EAIR conference - exposure to latest research in my fields of interest (governance, leadership, evaluation, policy) and opportunity to submit papers to TEAM. Networking with others in my field.

CSHE and other seminars - contact with active researchers, opportunity to share practices and experiences and to learn about alternative approaches to things we are doing,

NTEU Conferences are excellent sources of information about contemporary practice, policy impacts and theory development in HE.

n/a

It gave focus for my professional reading and research, a motivation to improve data and research skills and a clear indication of what prof development I needed i.e. where I lacked skills.

This enabled me to identify my strengths as a leader and be exposed to a number of strategies to utilise in leadership and mentoring.

I understood common problems of my new role and how to fix them.

allowed me to settle into the job more quickly and feel able to offer support to others around specific university related learning and teaching issues

provided the opportunity to explore a topic in depth and to develop a coherent response to challenges in academic development work

Generally they motivate me to try new ideas and renew my enthusiasm for my job

Moving with most software to the cloud or managed-hosting arrangements requires to rethink my role. Vendor negotiation skills as well as contract management has a very high priority to deliver academic staff with high quality teaching and learning support software.

The mentoring and coaching sessions are relevant to develop my management skills to support my team and assist others in making the most appropriate pathway into the future.

The greatest impact came from the interactions with other participants, who were mostly academics and not academic developers. I found myself coaching and guiding them in learning design and consequently came to realise what was the extent of my existing knowledge. Having to articulate what I know in contexts beyond my own university, and without the usual restraints or resistances typically encountered, was very self-affirming.

This programme gave regular structured support in a small group, resulting in two conference papers and two journal

articles, as well as helping me establish connections with academics in the university

The emerging leaders course involved 6 sessions run throughout the semester where highly esteemed academics would come and share their success stories, we then split into smaller groups where senior mentors helped us to explore how we could relate what we had heard to our own academic practice. The course has given me much inspiration about career development and practice improvement.

Engagement with senior and experienced peers, reflection on the work of less experienced colleagues, focus on specific areas that I was teaching

Great impact - career planning, co-authoring public actions, discussing challenges, preparing for promotion

N/A

Provided new frameworks and approaches to areas of particular interest - transition, academic literacies, assessment for transition, first year experience.

*This question (12b) has a typo in it (!)

The cross-range of staff from all disciplines and ideas available for discussion, sharing and learning. Local and international colleagues collaborating together works!

Authentic learning that mirrors the work academics are doing in their teaching roles.

Relevant but not necessarily revelatory

It had two main impacts. The first was that I began to see the possibility that I could undertake a leadership role in the future. I found that I could have a voice in the group activities and contribute ideas that were taken up by more senior people. I also gained insights into ways of making a case for projects and resourcing, through using the strategic language of the university and paying attention to less visible structures of influence.

Learnt new strategies,, but overall improved my sense of self-efficacy

The members of the network enabled me to learn and later benchmark my role

Exposure to international research in SoTL and general practice in T&L. I'm new to researching and SoTL so this opportunity allowed me to see how it was done.

Helped me to engender support for a fellowship project

Further commitment to ongoing PD. Taking lessons from all my PD activities and using them to further enhance my teaching practices.

It helps to broaden the perspectives and frameworks

None

opportunities for self reflection

Broadened my knowledge of the HDR landscape, built network,
Confirmed that there is limited data (quantitative and qualitative) on HDR grad destinations

Developed links with others at other Universities in this space, and also its supports L&T which is often overlooked in Higher Education.

over time confidence in my own capabilities has grown by ongoing ad-hoc learning with and from others and making comparisons between my capabilities and competencies and those of peers in different areas

Drafting the HEA Senior Fellowship application gave me time out to reflect on what I did and importantly why I did it. It gave me the chance to theorise my work, which was a unique opportunity. Placing my contributions into a professional learning framework, which I offer to academic and professional staff at my university, allowed me to present coherent and compelling evidence of my contributions to learning and teaching.

It gave me the theoretical underpinning and opportunity to apply theory to my practice (with formative and summative feedback) that is the foundation of my work practice as well as a lens through which I seek and evaluate further professional development opportunities.

A few presentations highlighted new concrete approaches being tried at other institutions that I could apply to my own work (as well as being intellectually stimulating). e.g. the experience of applying Design Thinking to curriculum development work.

led to appointment to higher duties in an academic leadership position on return to academic unit

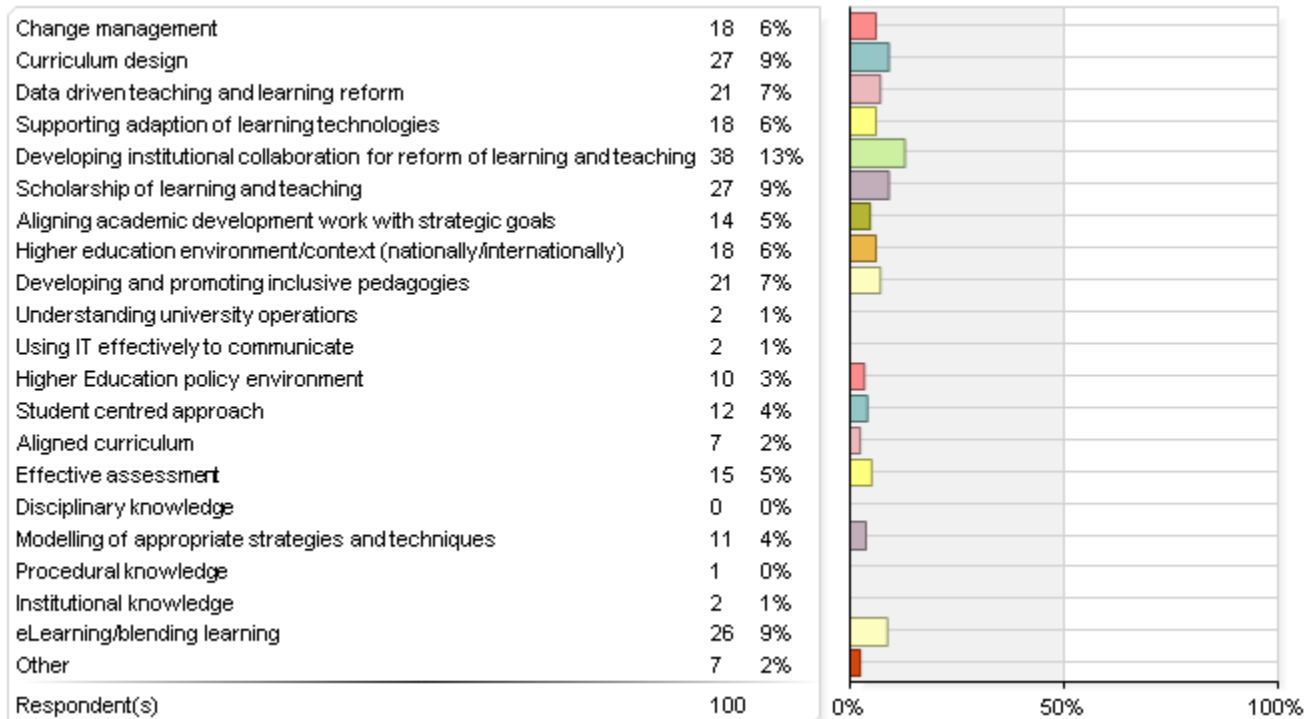
I hadn't been funded for a conference for a few years and found I was falling a bit behind on current best practice. The presentations brought me up to speed in a couple of important areas for me and pointed me to some useful literature. Also, talking with other people working in my area gave me confidence that my theoretical base was still good.

Allows stronger peer to peer communications and personal value add to my role as an academic developer (not pigeon holed to a office, school, faculty or project). This extends externally to attending L&T events, conferences and workshops.

13. Would you be interested in attending a nationally run formal professional learning program to support you in your academic role? (1-2 days duration) ?



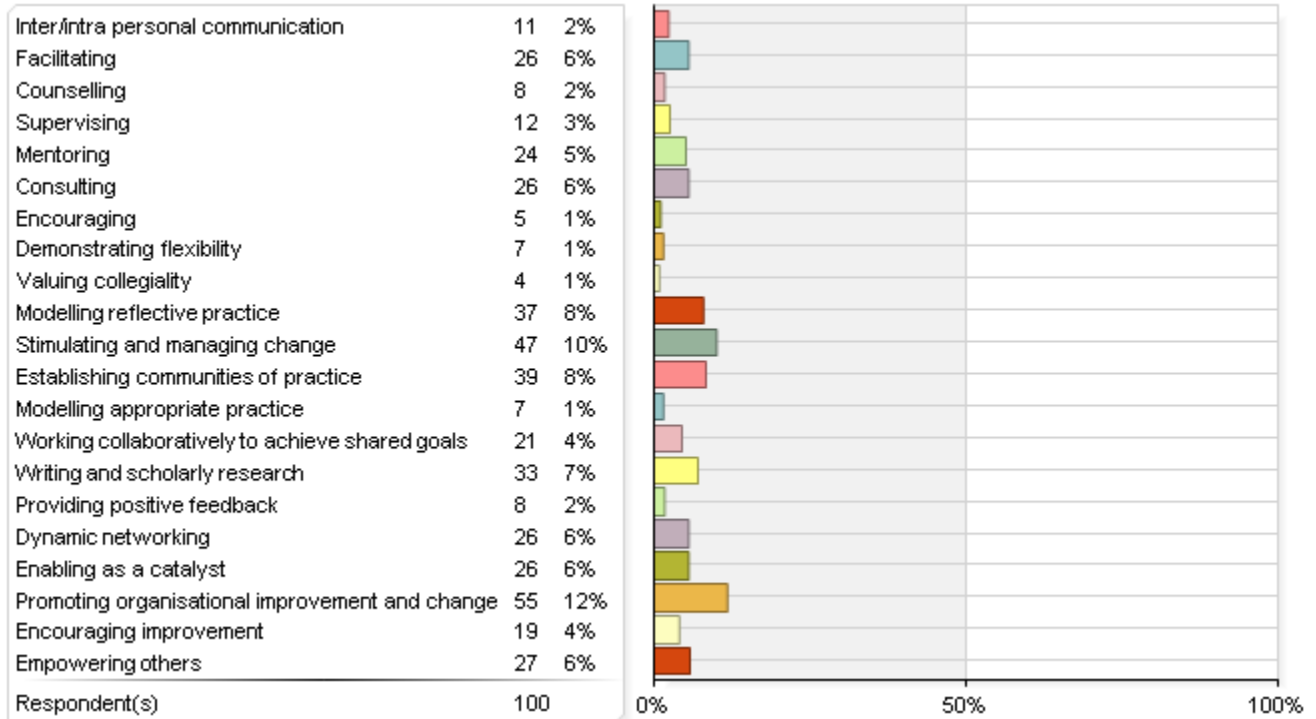
13b. If yes, please nominate your top three topic areas



Options	Count	Percentage
Change management	18	6%
Curriculum design	27	9%
Data driven teaching and learning reform	21	7%
Supporting adaption of learning technologies	18	6%
Developing institutional collaboration for reform of learning and teaching	38	13%
Scholarship of learning and teaching	27	9%
Aligning academic development work with strategic goals	14	5%
Higher education environment/context (nationally/internationally)	18	6%
Developing and promoting inclusive pedagogies	21	7%
Understanding university operations	2	1%
Using IT effectively to communicate	2	1%
Higher Education policy environment	10	3%
Student centred approach	12	4%
Aligned curriculum	7	2%
Effective assessment	15	5%
Disciplinary knowledge	0	0%
Modelling of appropriate strategies and techniques	11	4%
Procedural knowledge	1	0%
Institutional knowledge	2	1%

eLearning/blending learning	26	9%
Other	7	2%
Respondent(s)	100	

14a. Are there any personal or interpersonal capabilities that you would like to develop for your role – please indicate the top 6 from the list below:



Options	Count	Percentage
Inter/intra personal communication	11	2%
Facilitating	26	6%
Counselling	8	2%
Supervising	12	3%
Mentoring	24	5%
Consulting	26	6%
Encouraging	5	1%
Demonstrating flexibility	7	1%
Valuing collegiality	4	1%
Modelling reflective practice	37	8%
Stimulating and managing change	47	10%
Establishing communities of practice	39	8%
Modelling appropriate practice	7	1%
Working collaboratively to achieve shared goals	21	4%
Writing and scholarly research	33	7%
Providing positive feedback	8	2%
Dynamic networking	26	6%
Enabling as a catalyst	26	6%
Promoting organisational improvement and change	55	12%
Encouraging improvement	19	4%
Empowering others	27	6%
Respondent(s)	100	

14b. Any other areas of interest?

Comment
Navigating university politics and tensions between different groups or levels Delineating scope of my role
Career paths in academic development. Seems like a bit of a dead end to many as you don't sit in faculty so have little access to funding opportunities or awards and institutions don't value teaching.
Competency Development
Influencing others to adopt a different approach without fear of change
Project Management approaches for organising and managing learning and teaching award and grant applications to national schemes and coordination of internal schemes.
Affecting institutional innovation in learning and teaching.
Leadership
The rapidly changing environment for higher education with the development of MOOCs and Personal Learning Networks, and what we can bring from these developments to course design, how to educate and raise awareness among academic staff, communities of practice in both our work and in course design.
Need more training and learning on the Educational Fellowship Scheme of the Higher Education Academy (UK), so I can model and present a similar scheme on University Teaching Recognition to the OLT (or its replacement institution) grounded in Australia. "If you've got a dream and you believe in it, it can happen" Michelle Payne 2015
Assessment for learning.
Social constructivism in the online environment - how it differs from the face-to-face environment and what that means for educational design.
I'm most interested in the application of scholarly research - what do we know about learning from the data/research - and how can this be used in practice.
NA
None
project management
How to seek out mentors and how to successfully apply for promotion as an AD (how to get the value of our work understood and recognised)
Leading cultural change
Leadership
professional practice
Job security - development towards being robust to constant uncertainty in AD roles.
"Managing up" - we need to do this all the time and it's a key political skill.
Educational Media
na
persuading senior management about the value of high quality staff development that is research based
Positive psychology in education
Balancing service and research roles as an academic developer
How do you convince the leadership (VC/DVCs) that teaching matters and face-to-face is still important if you're not an online university?
How to continue on your own academic career while helping others with theirs
professional recognition as a model for PD
Professional skills employability career development learning for HDR candidates and supervisors
At a personal level also interested in Higher education environment/context (nationally/internationally); Procedural knowledge; Institutional knowledge; Understanding university operations; Higher Education policy environment but this is not essential for my current role
Designing effective and inclusive learning opportunities for diverse student populations is also a passion and interest
All of the above, but I have identified a gap in my ability to lead effectively for change. I am very good 1:1 with motivated staff, and also quite effective with unmotivated staff when I have opportunity to work with them. I would like more

knowledge and skills in getting processes, structures and organisational culture to shift (and having an impact on the 'basically good, but could be better' staff).

Sustainable assessment

Independent leadership.

15. Any other comments?

Comment
No
Unfortunately this role is no longer being supported at this university within the academic classification.
Very supportive of a targeted program for academic development work. Grad Certs in Higher Ed are generally focussed on teaching roles not supporting these staff.
Academic developers, other instructional designers and academic support professionals perform a diverse range of tasks within an institution. It can be a challenge to support academics where there is no defined subset of skills established for the role and accessing the necessary professional development to fulfill such a role is a challenge.
It is interesting that leadership is missing. I would like to be able both develop my own skills in leadership as well as have PD in this area to enable me to influence the leadership skills of academics within L&T.
Thank you.
Happy to see this initiative.
I am finding that my role changes significantly year to year, depending on the projects and focus in my particular area of the organisation. My professional development needs change quite rapidly at the moment.
In my first 2 years at my current institution my focus was on communication and tech support (due to LMS changes and being faculty based). My following 2 years were focused on training and scholarly activity, as now I was in a central role and expected to support research of new technologies, as well as to present at conferences, etc. At that time I really did need more support around scholarly research. I am now more involved in workshop facilitation (rather than technical training), and am a bit more involved in networking/liasing. I also require more knowledge of teaching and learning in practice in order to make a wider range of suggestions.
NA
Under 13b it would have been good to have a topic around designing effective academic development activities and maybe something around leadership.
feel like I can't keep 'fresh' and credible and authentic in academic development unless I do real teaching (PGCertHE doesn't count).
My 'no' answer to question 13 reflects my stage in academic development i.e. close to retirement. While my formal title is Awards and Grants Coordinator that title has been chosen for HR reasons. In practice I have a long history in academia including directing an L&T unit and encouraging development of the capabilities covered. I therefore fully support the initiative in principle but not in practice for myself.
None
retiring soon so further personal development is not applicable
Although actually - I have been in this business for 35 years, and continually developing. Pity recognition and career pathways in academic development are so non-existent.
discipline experts with research and industry experience are recruited as academics - properly so. However, as academics they need to be trained in their new role as teacher and mentor - this does not come automatically - the University environment needs to recognise this and formally educate new academic staff, and as a part of change management continue to educate them
when change is implemented in the University environment it should not be driven top-down - it should be fully explained - it should not be based on highly suspect or questionable data collection
Thanks for the opportunity to reflect on this issue. We never really schedule in our own PD, and there is really nothing the University offers us other than seminars and workshops that we actually organise ourselves - so that's just more busy work for us, usually - it would be good to have some sort of external professional learning structure so that we could take "time out" for our own development without having to organise it all ourselves.
n/a
Great initiative .. thank you!
The key challenge with academic development is not so much about skills and capabilities but more about the breadth and vagueness of the role. I don't think I've ever carried out a role before that is so lacking in definition. Without clear role definition it's difficult to identify professional development needs with any level of certainty. In principle a 2 day nationally run professional learning program would be great, but I wonder how useful it would actually be in practice given that participants may come with drastically different roles, backgrounds and needs.

na

my current obsession is the possible restrictions to student learning that can occur with an un-reflective approach to what I perceive to be too much "managerialism" in course designs. My impression is that instructivist (rather than 'constructivist) course designs dominate, leading to a narrow student learning experience that does not give sufficient attention to students' personal and experiential development

I have a low opinion of 1-2 day workshops that propose to have an impact on practice: much of what people might need is online or published and readily available. That said, I do appreciate that colleagues without a background in this area would probably benefit from a foundational program that sets them up for further self-initiated PD.

If PD is to help in my context, I'd suggest an event be very specifically designed around a complex common issue and for sharing practical tools and examples of practice. I'd want to hear from people who have successfully created a community of practice or shared leadership within their university, for example, and what elements support success. An area that we seem to struggle with is program-level curriculum design and its support. PD around more complex issues like this would be welcome. It doesn't need to be in a specific day at a specific time, either, though I must say I have been getting some good stimulus from the 'transforming assessment' series run by Matthew Hillier.

since I am located in Vietnam it would be wonderful if the professional development could be provided online

Network of academic developers would be good.

the costs for personal development are a major component for decision making. Most departments have minimal resources to support personal interest as professional development (with regards to your current position) is the main focus. this is very limiting when trying to move into a new area or up in the hierarchy.

While I have developed the skills described above over time in four different institutions, the drive to balance our support of academic change and development with the need to conduct research is something that holds many people I know back. Often a choice is made to give up the service roles described above - work on how to balance these would be really helpful

Our university has just removed all academic staff from the Teaching Centre and replaced them with professional staff with technological skills.

It has also removed all staff PD and support and is relying on Faculty staff to take on the role of academic developers in their spare time with no quality assurance or support.

As a result, I am leaving academic development even though I have won teaching & research awards and high feedback from all workshops/programs I have delivered.

There are different potential groups of participants in development for academic developers. I'd expect that the top priority needs of relatively new directors would be different from those of experienced academic developers who are not in director roles, and newly appointed academic developers. So the audience for any professional learning activity needs to be very clear, but it's a good idea that's worth pursuing.

wonderful idea for CADAD and HERDSA to support the academic development community through this project.

thanks very much

PD for academic developers is sadly lacking. Great to see this initiative.

It's really difficult for casual academics to even hear about PD opportunities, let alone get funding to go!

No.