CADAD/HERDSA

Survey of Professional Development Needs of
Academic Developers

Background to survey

- How are (new/existing) academic development staff supported
  - Induction?
  - Mentoring?
  - Structured Professional Development?
  - Online resources?
  - Immersion experiences?

  - What is the demand?

2015 EDC Institute (Canada)

2015 EDC Institute has two streams - one for new and one for experienced developers.

New developers

- day 1 Introduction to Educational Development

- day 2 Practicalities of Educational Development and SoTL

- day 3 Reflection and progress planning, measuring impact

Experienced developers

- day 1 Managing educational development

- day 2 Career development and SoTL

- day 3 Reflection and progress planning, measuring impact

- See detailed program including experienced stream at
  http://edc2015.info.yorku.ca/program/.

POD (Professional Organisation and Development Network) US

- **POD (Professional Organisation and Development Network** – the US equivalent of HERDSA) offers The Institute for New Faculty Developers generally every second year.

- The 2013 Institute was organised by Kenneshaw State University (KSU) in Georgia. It was a 5-day residential with twelve senior faculty developers as facilitators working with co-facilitators from KSU Centre for Excellence in Teaching and Learning.

Australia: designated options?

- Previously:
  - Foundations Colloquium

- Currently
  - Conference attendance
  - ???

Survey

For the purposes of this survey, academic developers are defined as follows:

- *an academic developer is any person who has a role in which they are explicitly expected to work with academics to assist them to reflect upon their academic role in relation to teaching, research, scholarship, leadership, funding applications and supervision of students. An academic developer may also work at a departmental/ institutional level in a developmental role (Fraser, 2001 p 55).*

Q1. Respondents

Group of Eight (Go8)	25
Australian Technology Network (ATN)	20
Innovative Research Universities (IRU)	15
Regional Universities Network	6
Other	39
TOTAL:	**105**[1]

[1] 107 respondents participated in survey

Q2. Work location

Central academic development/learning and teaching unit	69
Faculty based	29
Other	7
TOTAL:	**105**[1]

[1] 107 respondents participated in survey

Q3. Job title

Academic Developer

Learning Skills Adviser

Head, Teaching Development

Research Fellow

Education Technologist

Consultant

Blended Learning Designer

Lecturer

HDR Professional Skills Program Manager

Learning Technologist

Head, Digital Pedagogies

Director of Research
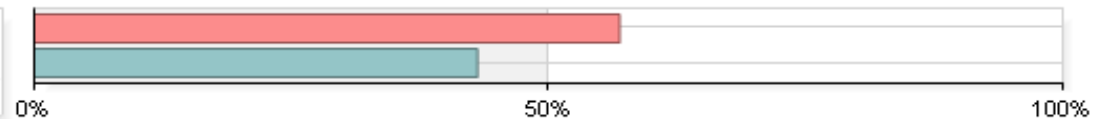
Grants & Awards Officer

Casual Academic

Senior Lecturer

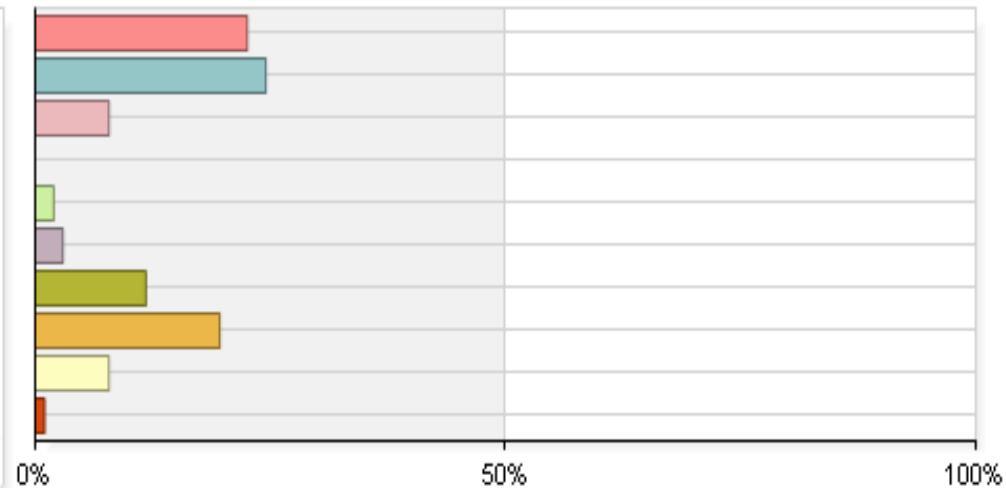Director

Educational Designer

Manager, eLearning Technology Support
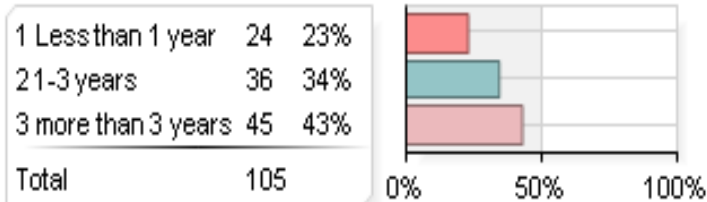
Q4. Job classification & level

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

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	

Q5. Time in current role

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

Q6. Time 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	
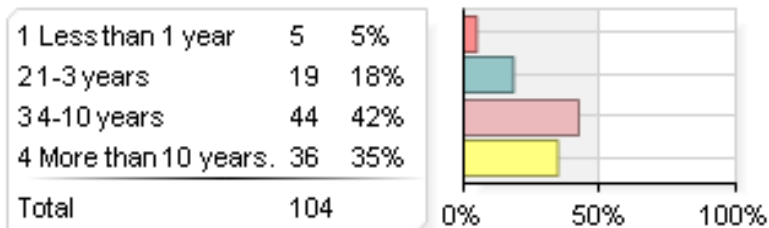
Q7. Time worked in higher education

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	

Q8. Age

1 Under 30	0	0%
2 30 - 40	21	20%
3 41 - 45	15	14%
4 46 - 55	43	41%
5 Over 55	26	25%
Total	105	

Q9. Gender

1 Male	33	32%
2 Female	70	68%
Total	103	
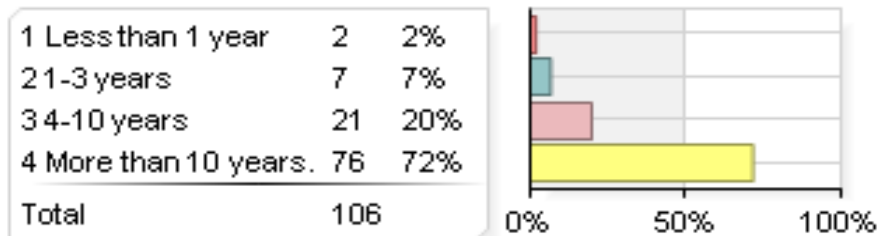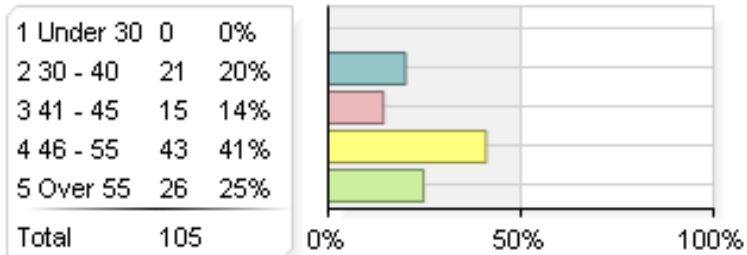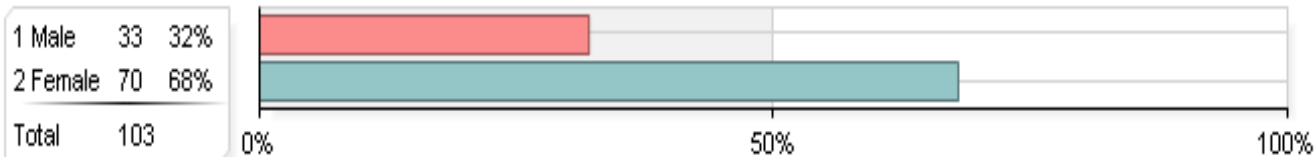
Q10. Highest qualification

1 Undergraduate degree	8	8%
2 Postgraduate certificate/diploma	9	9%
3 Masters	38	37%
4 Doctorate	49	47%
Total	104	
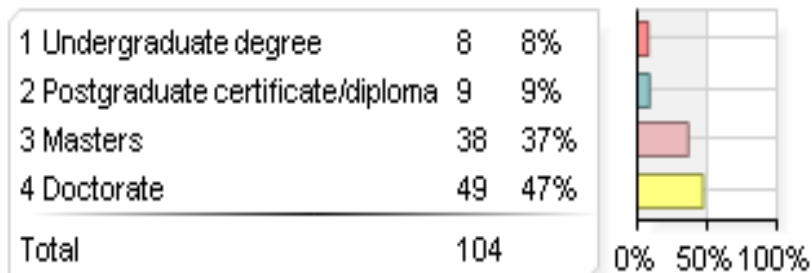
Q11a. Self managed learning

No. of respondents	Response
100	Ad hoc conversations about work with people in similar roles
100	Engagement with literature
99	Undertaking self-guided reading on academic development, organisational development etc.
99	Accessing information on the internet
81	Involvement in professional groups or associations
79	Participating in peer networks beyond the University
75	Participating in peer networks within the University
28	Applying for award programs

Q11a. Practice based learning

No. of respondents	Response
96	Learning 'on-the-job'
85	Conducting research in learning and teaching
65	Being involved in informal mentoring/coaching
33	Participating in professional development programs which are custom-tailored to your needs
32	Study of 'real-life' workplace problems
30	Being involved in formal mentoring/coaching programs
30	Undertaking site visits to other institutions or agencies
21	Acting in higher duties
8	Undertaking work placements or exchanges

Q11a. Formal Learning

No. of respondents	Response
89	Attending learning and teaching conferences
77	Participating in annual performance reviews
74	Participating in academic development seminars (internal)
63	Participating in academic development seminars (external)
41	Completing a tertiary qualification relevant to academic development work
39	Participating in formal feedback reviews
31	Completing formal programs provided by your university
27	Completing formal programs given by external providers

Cairns
Singapore
Townsville

Q11b. Professional development found to be most effective in supporting work in academic development

Themes identified:

1. Attending conferences, workshops, seminars run by other academic developers or peers external to own university that are targeted on particular and specific issues
2. Sharing practice with colleagues in similar roles, internally and externally, peer discussion, formal and informal networks, informal and formal mentor relationships
3. Practice-based, on the job, just in time learning
4. Self-guided engagement with literature
5. Participating in professional development programs
6. Reflection
7. Participating in learning and teaching projects
8. Learning new technologies or innovative applications of affordable and existing technologies

Cairns
Singapore
Townsville

Q12a. Most significant professional development opportunity received to support current role

Themes identified:

1. Attending and/or presenting at conferences
2. Networking and sharing of practice with peers from same and different institutions
3. Formal and informal mentor relationships
4. Involvement in professional groups or associations
5. Involvement in independent and collaborative research projects, writing journal articles/conference papers
6. Participation in interactive workshops
7. Internal and external formal professional development programs
8. Completion of formal education qualifications

Themes identified:

1. Refine practice, teaching philosophy, and understanding of teaching and learning theory
2. Adoption of new practices
3. Development of networks, sharing of knowledge, problem solving
4. Credibility, confidence, inspiration
5. Critical self-reflection, ability to identify gaps in own knowledge and areas for improvement
6. Motivation, career planning, confidence to lead
7. Writing journal articles

Q13a. Interest in attending a nationally run formal professional learning program to support academic role

1 Yes	99	95%
2 No	5	5%
Total	104	
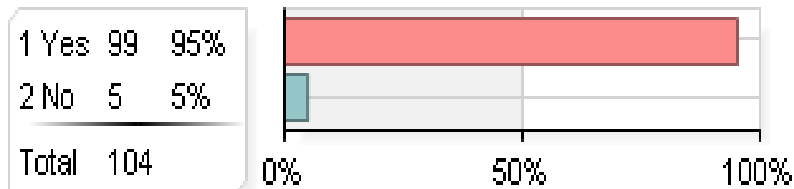
Q13b. Top 8 nominated topic areas

1. Developing institutional collaboration for reform of learning and teaching
2. Curriculum design
3. Scholarship of learning and teaching
4. eLearning/blended learning
5. Developing and promoting inclusive pedagogies
6. Data driven teaching and learning reform
7. Higher education environment/context (nationally/internationally)
8. Supporting adaption of learning technologies

Q14a. Top 6 nominated personal or interpersonal capabilities for development for role

1. Promoting organisational improvement and change
2. Stimulating and managing change
3. Establishing communities of practice
4. Modelling reflective practice
5. Writing and scholarly research
6. Empowering others

Q14b. Other noted areas of interest - theme identified

- Leadership

"Very supportive of a targeted program for academic development work. Grad Certs in Higher Ed are generally focused on teaching roles not supporting these staff".

"Happy to see this initiative".

"Great initiative… Thank you".

"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 fulfil such a role is a challenge".

"Network of academic developers would be good".

"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".

WHERE TO NEXT?

HERDSA Pre-conference workshops

Monday 4th July

- Professional Development for New Academic Developers

- Professional Development for Academic Leaders

CADAD sponsorship available: 2 staff per University