

Development of Academics and Higher Education Futures

Prepared by Peter Ling, Swinburne University of Technology and the
Council of Australian Directors of Academic Development



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Survey Reports

Survey of Directors of Academic Development in Australian Universities: Final Report

David Gosling

March 2008

Introduction

This report considers responses to the survey of directors of academic development centres (ADCs) which was made available between September and December 2007 to the 38 members of the Council of Australian Directors of Academic Development (CADAD).

The on-line survey used was an extended version of a previous survey distributed to Heads of Educational Development Group (HEDG) in the UK in 2006 (Gosling 2008). This enables some comparisons to be made about the relative state of health of ADCs in both countries. A report of the findings from the HEDG survey, is available at www.hedg.ac.uk/documents.

The research collected data on the size, function, and priorities of ADCs and the perceptions of directors of academic development (AD) of their place in their institution, the security of their centre and issues that they faced in managing their centre.

Response rate and representation of the sector

Although 23 respondents are registered as having completed the survey, some questions have received lower responses rates. Most questions had between 16–20 responses. This represents a response rate of between 42% and 53% of the total number of ADCs in Australia.

The institutions represented in the self-selected sample include three from the 'Group of eight', four from the Australian Technology Network, four from the Innovative Research Universities and five from the New Generation Universities, plus four others. They range from the very largest and oldest of Australia's universities to its smallest and newest, and from the highest to the lowest ranked. It includes universities which are geographically spread to those on principally one campus, those with a strong research focus, to those with significant proportions of TAFE provision. The sample is also representative of all of Australia's regions, though only one respondent is from Western Australia.

Directors of Academic Development

As well as helping us to understand the nature and function of AD centres, this research also collected data on the characteristic of the directors themselves. Ten years ago Hicks (1997) reported on 'directors of academic staff development units' as an 'emergent occupational group'. Although this survey did not replicate Hicks' research in every respect, some comparisons can be made with the situation he reported in 1997. Comparisons are also made with the UK sample in Gosling 2008.

Australia seems to be following the trend towards the 'feminisation' of academic development. Hicks found in 1996 that only 24% of the directors were female, whereas in this sample the proportion of women has risen to 52% female 48% male. In the UK 58% of HEDG members (in 2007) were female. In Chism's recent survey (2007), 70% of the respondents, who were mostly from North America, were female.

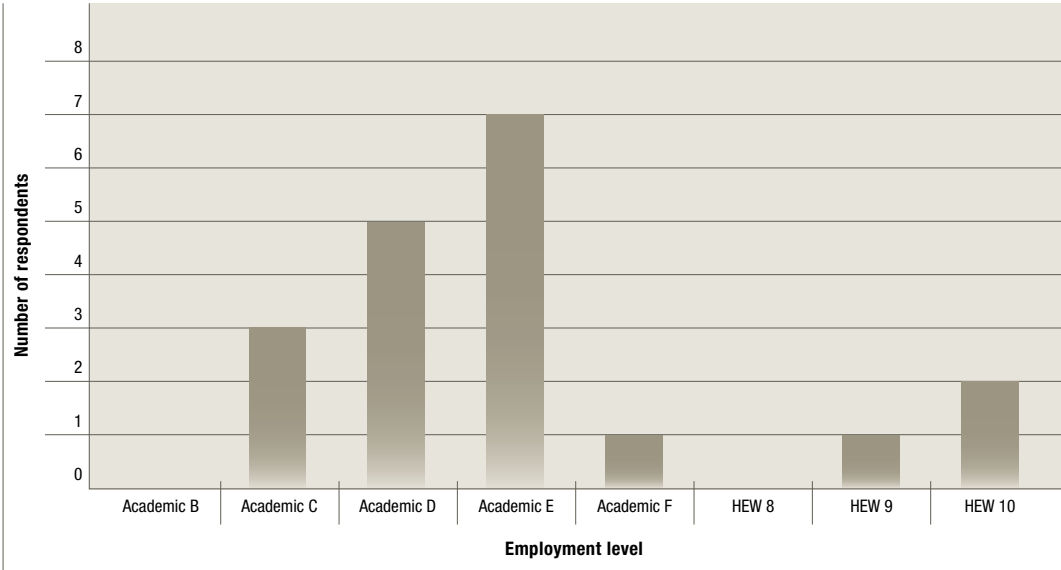
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The age profile shows that no director is under 40, six are 40–49, 13 are 50–59 and four are over 60. Since Hicks found that directors in 1996 had an average age of 51 (with a modal age of 46), it appears that the overall distribution has shifted slightly towards an older age profile. This gives credence to the concerns expressed by some directors that there is an issue for ‘succession planning’ in academic development (see later section on concerns and challenges).

Another trend is towards a higher proportion of directors with higher degree qualifications. Whereas in 1996 Hicks found 52% had completed a doctorate, and 32% a masters, of the 23 respondents who provided information about their qualifications in 2007, 74% have been awarded a PhD and 43% have a Masters in Education. 17.5% were engaged in or registered for further relevant studies. This compares with 53% with a PhD in the UK sample.

If in 1996 directors were an ‘emerging’ breed, it would now seem that Australian heads of AD have a much clearer organizational position as managers of their centres. Ninety percent of the 2007 survey have the title of ‘director’, one was a ‘head,’ one a ‘dean’ and one a ‘leader’. In the UK sample there were four people (about 10%) who were nominally head of educational development but whose job titles (either ‘advisers’ or ‘co-ordinators’) indicate that they were not directors of a centre.

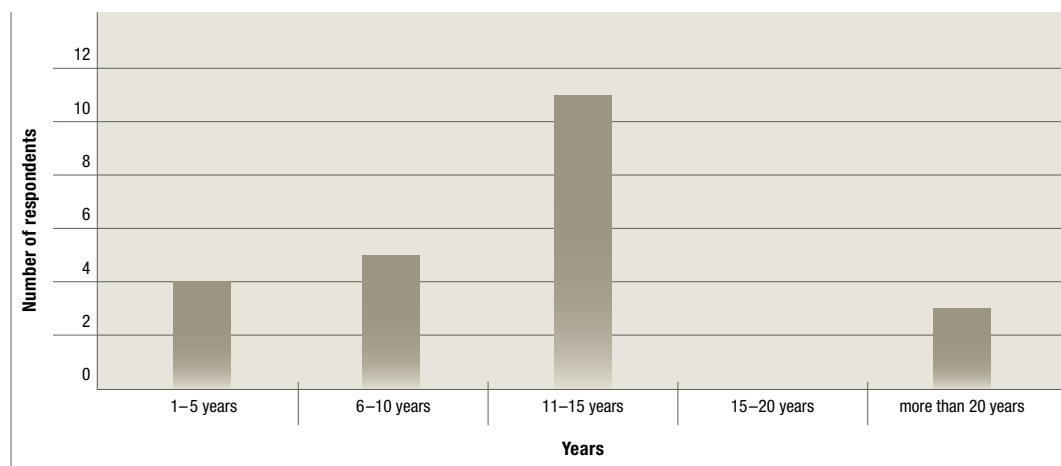
Table 1: Employment level of directors (n = 19)



It is interesting to note that 11 of the respondents had been in post for between one and four years, and a further five for less than one year. Only one had been in post for ten or more years and five for between five and nine years. This reflects the high organizational volatility that continues to be a feature of ADCs and matches similar findings in the UK (Gosling, 2008: 12). The regular reorganization of ADCs both here and in the UK means that directors spend considerable amount of their time on organizational matters resulting from restructuring. It also means that directors have to be very political animals, quick to respond to changes in structures and active in defending their organizational place.

The chart below shows the length of time directors had been in academic development. Almost half of the sample had 11–15 years experience and three more than 20 years. Only four (17%) had less than five years experience whereas in the US survey (Sorcinelli *et al.* 2006) 43% of directors of faculty development centres were found to have less than five years experience in the field. In the UK only three of the directors had less than five years' experience, and 75% had between five and 14 years' experience. A further eight (18%) had 15 or more years' experience. It would appear from this limited data that Australia is fortunate to have more experienced directors of ADCs than in the US or the UK.

Chart 1: Length of time in academic development



Whilst these data demonstrate the depth of experience of academic development that exists within this sample, they also illustrate why there is concern about the issues of 'succession'. As one respondent described the emerging issue: 'Insufficient numbers of individuals entering the profession – an aging work force – little/no systemic response to address this emerging crisis'.

However, there is a positive interpretation of this data. Weimer (2007: 6) suggests that in the USA 'Many (faculty development programs) have been so understaffed and meagrely funded that even committed developers burn out or up . . . Most faculty developers do not last a career in the field'. In Australia, and in the UK too, the picture seems to be less grim. It is true that few people attempt to 'last a career in the field', but this is because many directors (12 out of this sample of 22) have experience outside of HE before becoming directors. Of these, 11 had experience of teaching outside of higher education mostly in secondary education. Five taught for 1–5 years, three for 6–10 years two for 11–15 years and one for 16 or more years. Six had experience of staff development or training outside of HE. Hicks (1997) had found that 11 out of his sample of 25 had secondary school teaching experience. In the UK, 37% of directors had teaching experience outside of HE, but this tended to be more in the FE sector than in secondary schools.

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One way of understanding this phenomenon is that in the absence of any sustained academic development career path, higher education institutions have found it necessary to recruit academic development staff from the secondary sector where individuals are more likely to have had systematic training and staff development in matters such as curriculum design and student learning. Another possible explanation is that staff in higher education with a secondary school background are more likely to have an interest in teaching than academics who have entered HE through the research route. It is possible that the status of academic development in the traditional HE sector, and academic staff perceptions of AD is affected by the fact that half of directors have come through a secondary school route at some point in their career. This may work to the advantage of AD in so far as such people are perceived to have specialist expertise in teaching, but it may reinforce the sense that AD is not a bona fide academic practice.

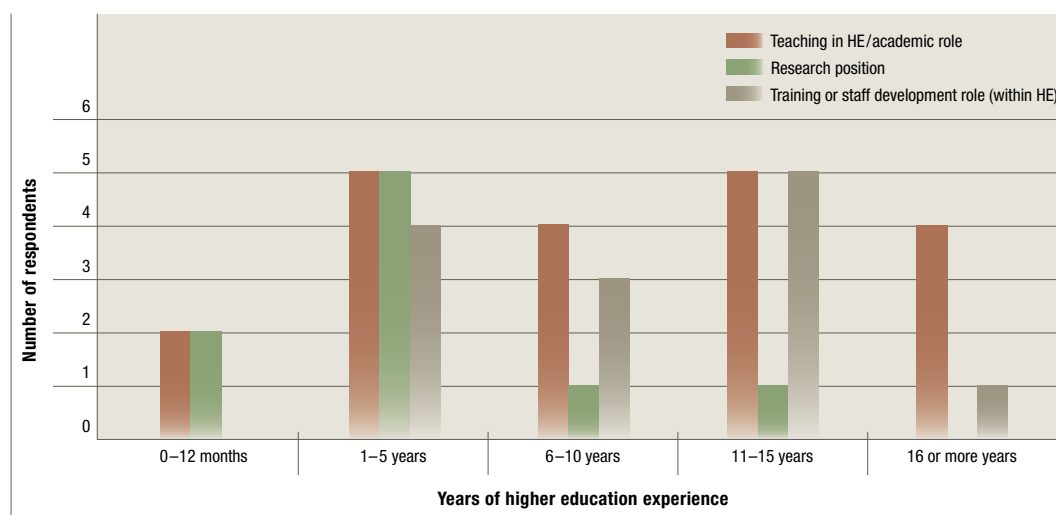
Examples of other experience outside of HE:

1. Secondary School teacher for seven years, followed by five years part time in a teaching assistant role while doing my PhD
2. Self employed – social research and community development business – seven years
Freelance – advertising copywriter – 20 years
3. My first degree was in teaching, my second in education, my third in educational management, and my PhD in educational change and/or development. I had eleven years experience teaching, as curriculum developer/consultant for a state education system, and ten years experience as a head of department in a secondary school with responsibility for the development of learning, teaching, curriculum, staff, students and all aspects of organisation necessary to support these developmental activities.

For the eight respondents whose experience had been wholly within HE three had more than 16 years teaching and research experience before becoming a director of AD. Twenty out of 22 in the sample had teaching experience in HE, nine had held a post that included research responsibilities and 14 had experience of training or staff development within HE. Two respondents had less than a year's experience of teaching/research in HE. Nine respondents had held a post including research experience (excluding work on their own PhD), but in two cases this was less than one year.

Of those 14 respondents with experience in training or staff development in HE, four had 1–5 years experience, three had 6–10 years experience, six had 11–15 years experience and one 16 or more. In summary half of the 22 respondents had more than five years experience of training or staff development either within or outside HE, and a further four had five or less years. Seven had no experience of staff development before becoming a director of AD. These people had come through a teaching and or research route, including one through distance and open learning.

Chart 2: Higher education experience of academic development directors



The response to the question about the director's appointment process suggests that there was a slight majority in favour of those appointed through an externally advertised process. Although 12 out of the 23 who answered this question were internal appointments and 10 external appointments, three commented that they were an internal appointment to an externally advertised position. However, this data also suggests that the majority of people who have become directors have done so within the institution in which they were already working.

It was acknowledged that there are 'no formal or consistent entry level professional needs' for the role of director and another said that the transition 'had not been well orchestrated.' Only two respondents attended any kind of management training, and five considered that their PhD was part of their entry qualification. It is clear, however, that the majority have prepared themselves for the role through a variety of informal processes, learning from colleagues (8), peer networks (2), undertaking projects (2), personal reading/research (6), attendance at conferences (4), or simply relying on 'self' or 'experiential learning' (3). Two semi-formal methods of preparation were mentioned observing other colleagues (2) and professional bodies (HERDSA and ACODE) (2). Typical for most people is this comment:

On entering the profession I worked closely with a colleague on a range of projects and through these, observation of and discussions with my colleague, and through my own professional reading I came to understand the nature of the role that I was expected to play within my organisation.

Once in the role, for most people, these informal learning processes continued. Learning from colleagues, peer networks and mentors (10) conferences (12), reading and research (10), and reference to professional bodies such as HERDSA (6) and CADAD (4) and meetings (3) were the most common ways in which people meet their ongoing professional development needs. More formal learning (part-time study) was mentioned by only two, and leadership development within the employing institution was also referred to by two respondents. A few (3) continued to rely on self-development and previous experience. 43% said they maintained a portfolio of evidence of their work, but others said that they did not have time, or had a CV or other record of their work.

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The principal ways in which directors evaluate their own performance are, firstly, by reference to regular meetings and appraisals with their line manager or supervisor, secondly, by formal performance reviews where outputs are measured against targets and, thirdly, by feedback from or discussions with colleagues/peers. Four people mentioned using 360 degree surveys, three referred to feedback and performance of students on the Postgraduate Certificate and three talked about benchmarking more or less formally against other ADCs. Other indicators mentioned were number of grants awarded, conference presentations, Australian Universities Quality Agency (AUQA) quality indicators, Teaching and Learning Committee, evaluations of activities, invitations to do more, publications and external reviews. For a couple of people the ways of evaluating their practice are too complex and numerous to be easily summarised and are related to a constantly moving picture. One person referred to their own personal critical reflection.

Clearly academic development in Australia, as is the case all over the world, has no formal structures to mark professional status. There are no accredited leadership programmes and no formal requirements to be fulfilled to demonstrate continuing professional development (CPD). Membership of professional bodies in AD do not require any qualification or portfolio of evidence as commonly happens in more well-established professions. Indeed there is no commonly agreed professional body for directors. Seventeen out of 23 in the sample referred to membership of HERDSA (Higher Education Research and Development Society of Australasia) and 12 to CADAD, but twenty six other bodies were mentioned. These associations fall in to four categories – distance learning organisations, learning technology associations, subject associations (such as the Australian Association of Engineering Education) and international academic development and higher education research associations such as SRHE, ISSOTL, ASHE, POD, SEDA etc. – but none of these were mentioned by more than three people.

Only 11 people referred to informal networks perhaps because it is difficult to define an informal network. CADAD and ALTC networks were each mentioned twice and four respondents referred to regional groups such as the Victoria group of ADCs. The Innovative Research Universities Australia (IRUA) was mentioned by two people. Other groups mentioned were ASHE, Carnegie-Mellon, the women in leadership network, ISL, Australian Technology Network – Teaching and Learning Committee (ATN – TALC), and the phenomenography network. Two people simply said 'numerous list-serves' and 'several, most discipline based'. One person said they belonged to 'none'.

Nor is there any greater agreement about a cannon of texts which inform AD practice. 29 texts or authors, 18 journals and three web-sites were nominated as being among the five publications that most inform directors' current practice. Of these, two texts stood out as having most influence with six mentions each: Biggs, *Teaching for Quality Learning at University* (Biggs 2003), and Ramsden's *Learning to Teach in Higher Education* (Ramsden 2003). Ramsden's *Learning to Lead* (Ramsden 1998) was mentioned four times and Laurillard's *Rethinking University Teaching* (Laurillard 2002) and Prosser and Trigwell's *Understanding Learning and Teaching* (Prosser and Trigwell 1999) three times each. Other authors with two mentions were Bowden and Marton, Brookfield, Huber, and Kotter. Among the journals *HERD* was mentioned eight times, *IJAD* and *Studies in Higher Education* three times. (See Appendix 1 for full list).

In 1997 Hicks predicted that 'it is likely that future directors will be recruited from 'career academic developers' (Hicks p. 61), but the evidence from this survey suggests that ten years after this prediction, the picture remains very mixed. It must be admitted that this survey did not seek to identify the career path of each director. Respondents were asked to identify their years of experience in a variety of roles, but because a given post can include several roles (e.g. teaching, research and staff development) it is not possible to be clear about the career trajectory of this sample of directors. Eight out of the 22 respondents had more than ten years experience of training or staff development either within or outside HE, and a further three had five or more years. This certainly constitutes a cadre of people highly experienced in staff development, but, as we have seen, about third of this sample had become AD directors through being teachers rather than through an AD route.

In conclusion it appears that there is no common route to becoming a director of AD, and there is only limited commonality in the ways that directors acquire and maintain the knowledge and skills required to fulfill the role. Universities at the current time appear not to be specifying any entry level to the role either in terms of specific experience required or qualifications. There is a rich variety of qualifications and experience being brought to the role, but AD directors are very far from having a common professional identity. This diversity of career paths may or may not be viewed as a strength, but it remains true today, as Hicks said more than ten years ago, that 'it is difficult to see a clearly defined career path emerging' (1997: 62).

About Academic Development Centres

It has been said that 'Nomenclature is a problem for academic developers' not least because names indicate identities (Weimer 2007), but how much can be read into the name of ADCs is debatable. From 19 responses we find the combination of the words 'Teaching and Learning' are in the title of six centres (three of them put 'learning' first) and one adds the word 'scholarship'. Nine centres declare that they are concerned with 'development (one prefers 'enhancement', and two use 'advancement'). Four include the phrase 'academic development' which is supplemented by 'and support' in one case, two use 'professional development' and one 'staff development' linked to 'training'. Three include the word 'learning' linked with 'flexible', 'interactive media' and 'professional development'. One centre is called the 'Staff College' and one is not a centre, but 'runs out of the office of the DVC'.

Similar variations have been found in the UK, although 'enhancement' has become more fashionable in ADC titles there, reflecting the emphasis on 'enhancement' in quality systems in the UK. As in the UK, Australians tend to avoid some of the preferred titles of USA centres which are more likely to refer to instructional development and teaching excellence. The lack of any consistency about naming AD centres may reflect the continuing uncertainty about what is being offered, or perhaps the concern is more about the best way to communicate what is being done to academics. Because centres are liable to reorganization and restructuring at regular intervals there is a tendency to vary names in an attempt to reflect the change of emphasis in the newly formed centre.

The rate of change is reflected in the fact that ten out of 19 responses indicated that the centre has existed in its present form for five years or less. Two centres have been restructured since the survey closed. Only two centres have been in existence (in their present form) for more than ten years. This Australian data reflects similar findings in the UK (Gosling 2001, 2008) and USA (Sorcinelli *et al.* 2006) which suggests that centres are continually being formed and re-formed.

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Nevertheless, despite the continual change, nearly 74% of the Australian directors felt either very (26.3%) or moderately (47.4%) secure in their funding (this compares with 79% in the UK). Five centre directors (26.3%) felt uncertain or very insecure. Uncertainty was created by the prospect of restructuring, a new VC, likely budget cuts, and 'the attitude of senior managers'. Some directors find themselves having to fight for resources to match the growing expectations placed on their centres. One spoke of the difficulties of 'providing academic development in a multi campus environment' and 'meeting increasing range of expectations without increases in staffing', while another complained of 'significant work pressures on a small and stretched staff, particularly to meet the breadth of the centre's responsibilities which range from academic administration to academic development as well as providing timely support to the Deputy Vice-Chancellor.' Another expressed the frustration of 'working in a unit with significantly fewer resources (staff and finance) than are available to others in universities of comparable size. The lack of funding means balancing the desire to initiate projects with our capabilities to do them'. So, although Australian directors may feel 'secure', this does not mean they have a budget commensurate with the roles they are expected to fulfill.

In some cases, directors are fighting rear-guard actions against faculty managers who do not want to see a central ADC growing and spending what they regard as their money, as these comments illustrate: 'Despite considerable activity over the past 18 months, there seems to remain an antipathy to a central ADC that is seen as an 'expense' among faculty managers.' Another spoke of 'challenges from deans who would rather have the \$\$ of an L & T centre'.

The instability resulting from the lack any consistent organizational model for the modern university impacts particularly on ADCs which tend to be regarded as movable pieces on the institutional chess board. Unlike other central units such as HR, library, finance and estate departments which are fixed requirements in any university – we might add marketing departments to this list – ADC roles and affiliations are unclear and therefore a site of contestation.

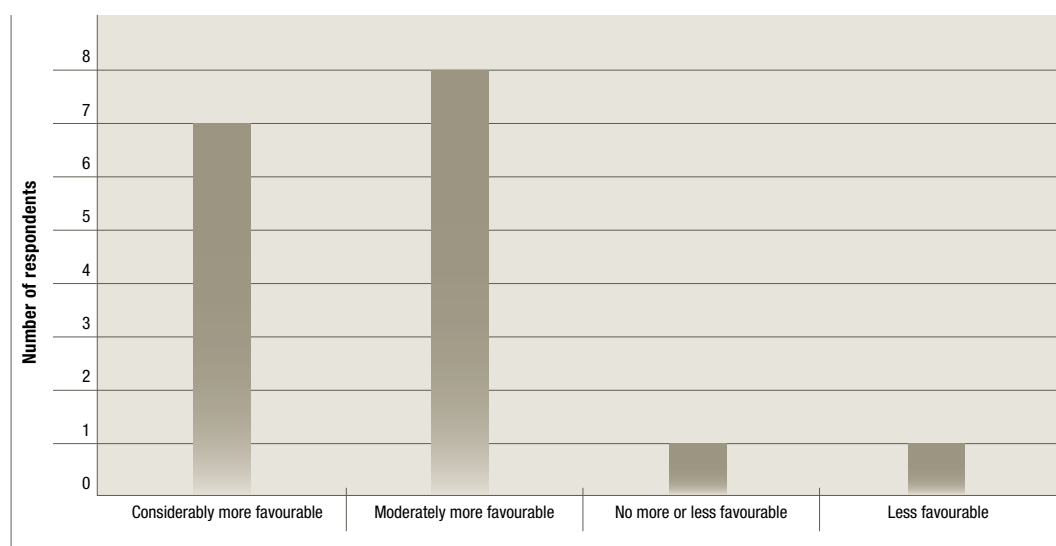
The evidence in this survey about predecessor centres indicates the variety of ways in which the pieces are moved around the board – known as 'restructuring'. ADCs are liable to be amalgamated with, or separated from:

1. elements of learning technologies – multimedia production, online learning, flexible learning, web development;
2. general staff development linked to HR;
3. distance learning; and
4. support for development of research capacity.

Elsewhere (Gosling, 2008) I have speculated that one principal reason for this organizational volatility is the lack of clarity about what the core business of academic development is, or to put it another way, the contested nature of academic development. Given this lack of clarity/contestation, it is not surprising that individual managers within institutions take their own view about what AD should be doing. The consequence of this fact-of-life for AD is that often a change of managers means another bout of 'restructuring'.

It is striking that when respondents were asked to rate the factors making an impact on their centre, ten directors cited 'restructuring of your unit/centre' as having a 'very high' impact and another five said it was having a 'high' impact. Only two said restructuring was having no impact. One respondent spoke of the difficulty of 'maintaining positive perceptions of senior management and deans in a climate of institutional restructuring and resource constraint.' And yet restructuring is not necessarily a negative process. It can result from growth and widening the remit of the ADC. As the table shows, the overwhelming majority of respondents thought that their local environment was more favourable to AD than it was five years ago.

Chart 3: Local environment compared with five years ago



The extent to which the local environment is, or is not, favourable to academic development, as much as the possibility of restructuring, seems to a large extent, to rest on the attitude of relevant senior managers. Unlike teaching departments where the crucial issues are likely to be student recruitment, retention and success rates, research output and possibly income generation – matters not directly affected by central management – central ADCs are critically dependent on the approval of their line managers. Comments such as 'have a Policy and Quality Manager who understands the learning and teaching issues' and 'Result of new VC legitimating the teaching and learning agenda so far, allowing for more interest in ALTC projects' show how the support of a senior manager improves the institutional environment for ADCs.

A difference between Australia and the UK is that Australian centres are more likely to be stand alone centres. In the UK only 39% of centres were 'standalone' whereas in Australia 63% of this sample were stand alone reporting directly to a DVC. Forty nine percent of UK EDCs are within a central service, but in Australia only five of the centres were located within another section such as the library, HR or 'Academic Portfolio'. Whilst this may indicate that ADCs are sufficiently important not to be tucked away inside another larger unit, it may also expose them to more direct manipulation by the senior managers. This may work to the advantage of the ADC if their manager views them favourably, but it can also work the other way.

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The view of senior managers is likely to be influenced by the extent to which the ADC is seen as having an important role in achieving institutional objectives. This is borne out by the finding that 16 out of 19 respondents thought that 'institutional strategic priorities' had a 'very high' or 'high' impact on their centre. An example of the impact of an institutional priority is the respondent who said that his/her institutional environment is 'more favourable because (the university is) not meeting student targets'. If, as in this case, the ADC is perceived as a tool for rectifying, or ameliorating, a problem the institution faces, the perception of managers is more likely to be positive.

An indicator of the strategic significance of ADCs is their role in policy development. As is to be expected a number of centres reported that they had originated teaching and learning and professional development policies. Linked to these were policies relating to assessment of students, curriculum design and to flexible learning, web-management, and learning management system. Several had originated policies relating to the evaluation of teaching, including student evaluations, and four mentioned graduate attributes. Awards, rewarding teaching, and promotions were other areas in which ADCs had been involved in setting policy. Other policy areas included plagiarism, academic misconduct, student progress, research-enhanced teaching, and transnational teaching. This wide and varied list indicates that many, though by no means all, ADCs play an important role in policy making that affects the whole institution. In this role ADC are clearly demonstrating what Land (2004: 177) has called a 'domesticating' role, 'principally concerned with encouraging or developing behaviours both in self and others that conform with the expressed official or explicit purposes or mission of the institution', which means focusing more on systems at an institutional level, rather than meeting the needs of individual staff members. This 'tension between institutional directions and individual/divisional demands' was identified by one respondent as a significant challenge.

Managers often look to ADCs to produce policies because they are themselves under pressure from external (regional or federal) policies. These external pressures increasingly require ADCs to behave in ways that fit institutional priorities. As Rowland (2006) has said, academic development has become 'more closely tied to the needs of the institution to meet external policy demands, towards which its stance is not expected to be critical' (p. 83). One effect of this is to reduce the space within which ADC staff (not least directors) are free to develop their own priorities based on their own professional values. This is clearly an uncomfortable stance for some who wish to resist becoming tools of the corporate university and of government policy (Grant 2007) and some ADCs stay clear of policy making, while others are not involved when they would like to be. But the status of directors of ADC in relation to institutional management is clearly variable. One respondent commented that a significant challenge is a 'lack of clarity re role of directors of L & T centres – they are expected to implement university strategic directions, i.e. MANAGE and at the same time have little credibility or involvement in setting policy.'

But where there is agreement between ADCs and institutional managers about priorities – such as developing on-line learning, improving student retention, diversifying assessment, enhancing postgraduate supervision – directors of ADCs see themselves as becoming central to the university's achievement of its goals and this contributes to the overall sense of security which they report. At the risk of overgeneralising, it would seem that some directors of ADCs relish taking a role that places them at the centre of their institution's development, whereas others are much less comfortable about being absorbed into managerial processes. Whether academic development staff concur with their own director's view of their institutional role is worthy of further investigation.

Three types of Academic Development Centres

Institutions vary considerably in their size and mission and this has a critical impact on what the local culture expects of the ADC, and also on its size and functions.

From the evidence of this CADAD survey we cannot posit specific models of academic development. However, we can identify key variables which differentiate between types of ADCs. These appear to be:

- a. size of the centre;
- b. responsibility for learning technology;
- c. academic or service orientation;
- d. level of confidence of the senior managers in AD; and
- e. institutional type.

Using these variables we can distinguish three broad types of ADCs.

1. There are centres which are relatively large, with no or few IT/technical staff, with an academic focus, relatively secure, and located within a large research university (see Case Study 1)
2. Centres characterised as relatively large, with a substantial technical division with responsibility for e-learning, more of a service orientation, secure (although liable to reorganisation if the IT work is separated) and in a new technical university lower down the status hierarchy (see Case Study 2)
3. There are small centres with just a few staff, no responsibility of IT technical support, with an academic focus, in medium size, middle ranking universities and sometimes relatively insecure about their role (see Case Study 3).

Clearly these are very different profiles, and this variation means that what each AD centre prioritises, what it believes is important, and its status within its institution will vary enormously. Consequently, how it feels to work in each of those departments will be very different.

Case Study 1

A large, secure ADC with an academic focus in a large research university

This ADC is located in a large, highly ranked, research-intensive university. Spread over eight campuses the university has over 3,000 academic staff, including staff on overseas campuses and centres. Last year the university received funding from the government on the basis of 'high achievement in teaching and learning'.

The ADC has been restructured within the last two years, resulting in an increased focus on professional development of teaching staff and disaggregating learning support, the distance learning and AV functions which are now in separate units. The head of the ADC, who has been in this role for less than three years and in academic development for less than ten years, reports directly to the PVC (Quality). The ADC receives 80–90% of its funding from the institution as 'core funding'. Other sources of funding from grants and consultancies constitute a small percentage of the overall funding. Overall the funding is regarded as 'very secure'.

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There are 12 academic posts, including one professor, a deputy director and four senior lecturers. The ADC is supported by an administrative officer, a finance officer and a small number of casual staff. There is no provision for direct support for IT or AV but there is an Associate Professor in educational technology development and another staff member supports the work of the Educational Technology Committee. The ADC includes the Helpdesk operations for the university's Virtual Learning Environment (VLE).

The main committee to which the ADC is responsible is the Learning, Teaching and Quality Committee. Priorities have been set in the Education Plan 2006–2010. The ADC works closely with the Committee on matters related to the ALTC, and has prepared an ALTC Plan which has been approved and implemented.

The ADC places importance on providing strategic leadership on matters relating to teaching and learning, and professional development of staff. The university has a policy that new members of academic staff should gain formal qualifications in university teaching during their probationary period unless they already have an equivalent qualification. The ADC is responsible for the Graduate Certificate programme and an intensive three day introductory course for new staff. It has established 'Response Teams' to work with each faculty on strategic unit development, and also runs a 'Language Enhancement' programme for academics and researchers. The ADC provides support for individual members of staff who have been identified as experiencing difficulties, and is also involved in peer observation of teaching.

An area of work deemed to be very important but to which the ADC contributes only to a slight extent is the development and design of new and existing courses. Areas that the ADC considers to be very important but is not currently engaged with are: student language and learning support; and the preparation of the institution/departments for AUQA audits (the responsibility of another designated centre).

Case Study 2

A large, secure ADC with a significant responsibility for on-line flexible learning

The ADC exists within a large, middle ranking university which is highly rated in the government's teaching and learning performance fund, and has 2,500 staff on three main campuses.

This ADC is centrally based and responsible to the DVC (Teaching, Learning and Equity) which in addition to supporting face to face teaching has specific responsibility to foster and support on-line and flexible learning. There is an institutional Teaching and Learning Committee that takes decisions that impact on AD.

The staffing reflects this range of responsibilities with seven academic posts (including that of director), two admin posts and 12 posts relating to web-development and interactive media. Current restructuring may mean that web development will be relocated, but the responsibility for supporting on-line learning will continue.

The ADC positions itself as a support service which seeks 'to assist faculties, academic units and staff in achieving their academic aims in learning and teaching', but there is a new academics programme and graduate certificate, and also graduate courses in interactive multimedia and e-learning. The ADC is keen to support scholarship of teaching and learning through awards, grants and a Scholarship of Teaching and Learning (SoTL) forum. There is a considerable volume of support materials available on-line, including a staff handbook, and there are also on-line workshops.

The ADC operates a system of staff members being attached to faculties for half to one day a week, but would like to see a closer collaboration between course co-ordinators and academic developers. The development of staff is a shared responsibility with academic managers and HR so achieving any improvements requires joint action.

However, there are many activities such as course development and redevelopment which implicitly involve considerable learning and development for academic staff. The centre would like to see more explicit recognition of learning needs within these activities – so there could be more opportunities for staff to explore options, become informed by other sources, and reflect on how their own practice might change. This could involve closer collaboration between course co-ordinators and academic developers, an area which already works well.

The centre believes that the institutional and national climates are more favourable to AD than five years ago and that the ALTC is believed to be making a positive difference.

Case Study 3

A small, somewhat insecure ADC, with an academic focus in a medium size middle ranking university

One professor, two lecturers and an office manager make up the staff of this ADC. It is located in a medium size university (approximately 10,000 students and 1,000 staff). The university claims to support a student-centred environment and has done well in teaching quality rankings. It is orientated to employment and professional education, with a 'sound research' base.

The ADC has existed in its present form for less than five years. Previously the Centre had included the educational technology training and support group. The ADC is an independent academic centre within the Division of Learning and Teaching reporting to the PVC Education. It aims to provide leadership and support for the enhancement of learning, teaching and scholarship across the University. Its objectives are to support all staff of the University in professional development for their role in teaching and learning, to undertake research and scholarship in higher education and to inform university policy in relation to teaching and learning.

The university appoints 'Fellows' to assist the work of the ADC by providing advice to their school and contributing to the ADC's program of workshops and seminars. In addition, Fellows are available to the University community to provide advice to their School and Discipline Group on issues related to teaching and learning. There is also 'moderately close' co-operation with course co-ordinators, ICT trainers and learning assistance staff. However, the three divisional education committees are about to be disbanded.

Virtually all the funding comes from the university (with a small percentage from ALTC grants) but due to the restructuring of the university the future of the Centre is unclear.

The ADC is active on university committees and is involved in planning and policy development, but is not central to the implementation of the university's strategic plans. Its focus is on running a programme for the professional development of staff including an induction programme for new staff and a Graduate Certificate in Higher Education. It administers summative systems for student feedback on teaching, and to a lesser extent formative evaluations. Engaging in and promoting research and scholarship in teaching and learning is regarded as very important, but as a small centre, the staff are only able to do this to a 'moderate extent'.

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The ADC is not involved at all in the design and production of learning materials or in providing support services to students. Assisting in the design of new courses is regarded as very important, but at present the centre is not involved in this activity at all.

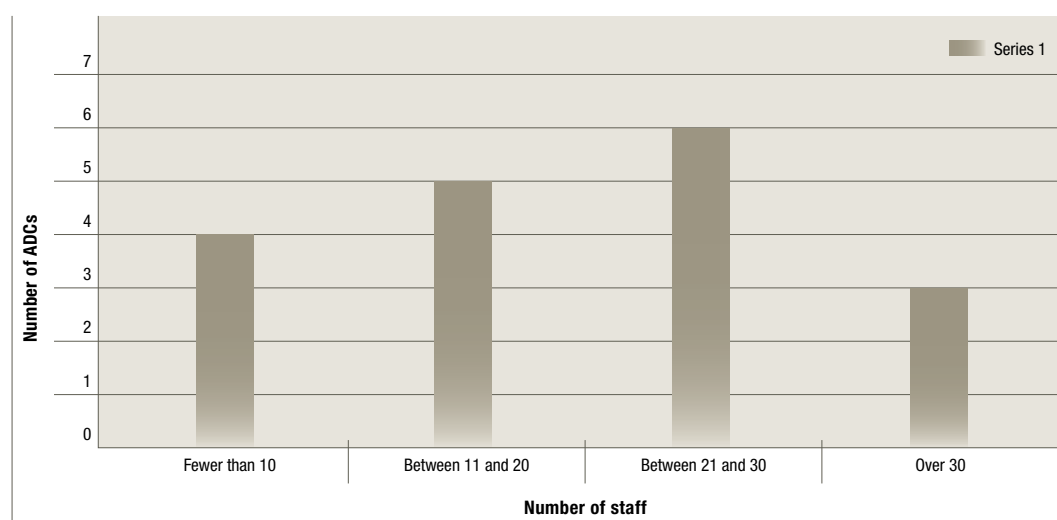
Overall the ADC considers the institutional environment to be less favourable than five years ago, principally because there seems to be 'an antipathy to a central unit that is seen as an 'expense' among faculty managers'.

Staff profile

One of the main differences between ADCs is in their staff profile. Eighteen ADCs provided details of their staffing, among which the total number of staff ranged from four to 59. The mean size is 21 FTE and the modal size is 19 full time effective staff (FTE), but these figures are not very meaningful because, as the three case studies show, it is clear that we are not comparing like with like, since the functions of centres vary so much. We also need to take account of the size of the institution and other factors such as number of campuses, proportion of students on distance learning courses, and the proportion of staff on research only contracts.

The summary statistics for the UK are as follows. The overall average size of EDCs is 10.3 FTE. In the new universities, the average size is 13.1 FTE and 8.7 in the pre-1992 universities. The range is between 1 and 58 in the post-1992 institutions and between 1 and 20.3 in pre-1992 Higher Education Institutions (HEIs). If we exclude the one post-1992 university centre with 58 staff (which includes 16 e-learning staff and 15 study skills support tutors), the range is between one and 21, which is almost the same as in the old universities. These figures suggest that Australian ADCs are, on the whole, larger and better staffed than their UK counterparts.

Chart 4: Total staff numbers in academic development centres



Eleven ADCs from 18 (just over 60%) had one professor as a member of the centre (one was an associate professor), but one ADC had five professors, leaving six centres with no-one at professorial level.

Three ADCs had between 15–19 academic staff, giving them more academic posts than any educational development centre (EDC) in the UK sample. Four had 10–14, six had 5–9 and four had four or fewer. However the actual number of staff designated as ‘academic developers’ is rather less. Only one ADC had more than ten academic developers, five had between five and nine, and eight had four or less. This leaves four ADCs apparently without a designated academic developer. Seven ADCs reported that they had ‘lecturers/senior lecturers’ on their staff, who were not classified as ‘developers’. The range was from one to six with a mean of three.

If we consider these numbers in relation to the size of the institution it becomes clear that some ADCs that have a large total of academic staff have in fact a less generous ratio of academic ADC staff to the numbers of academic staff in the institution, that is teaching and research staff (DEEWR 2006a). Thus a large centre with 14 academic ADC staff members has a ratio of 1:196 and one with 10 staff has a ratio of 1:253, whereas two of the smaller centres have much more generous ratios (1:17 and 1:38 staff). One small centre with only 3 academic staff has a ratio of 1:325.

Table 2: Academic development staff to academic staff ratio

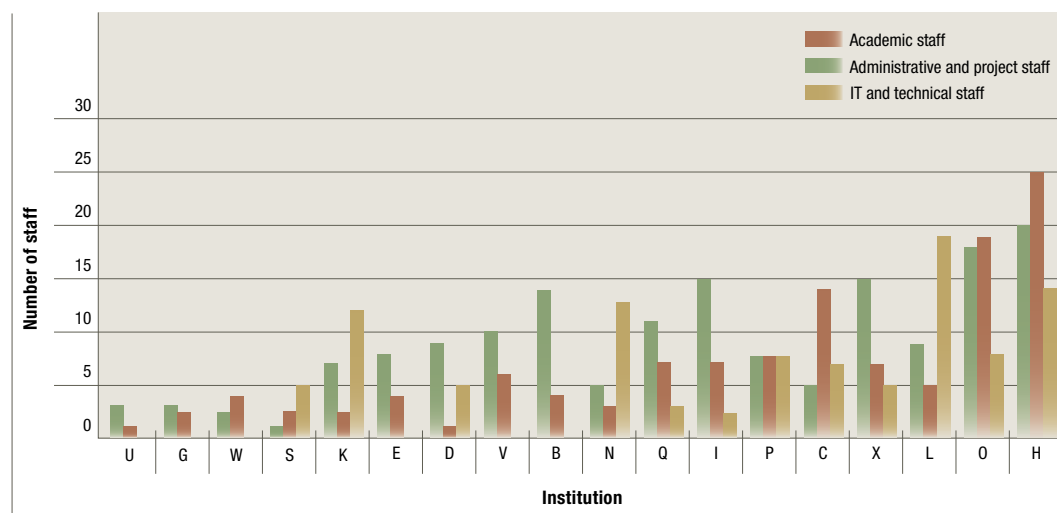
Institution code	Total academic staff	ADC academic staff	Staff ratio
S	121	7	17
C	192	5	38
U	328	4	82
K	875	7	125
B	2744	14	196
V	2531	10	253
G	974	3	325

If a similar exercise is done using student numbers the order of institutions remains much the same. S, C, and U are the best staffed and G is the least well staffed (DEEWR 2006b).

Compared to UK EDCs half of the Australian sample had higher numbers of academic developers. In the UK ‘new’ universities, in addition to a director, there is an average of 2.5 academic posts devoted to educational development, with a range from 0–6. In pre-1992 universities the figure is similar (2.65) among the 12 EDUs that included academic staff (a further seven had none relying on ‘academic related’ staff).

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Chart 5: Type of staff in academic development centres



Interestingly only five ADCs had research staff. One had a ‘research fellow’, four had a ‘research assistant’ (three ADCs had one RA, and in one case there were two). This provision is similar to the UK, where nine (out of 22) of the new universities had at least one person with a research role. Only two in the sample of (18) pre-1992 universities had researchers, where one had one person and the other 4.5.

There were six ADCs which had no IT/technical posts: that is they had no posts relating to e-learning, web-design, operation of the university’s VLE, etc. In the remaining centres the numbers of IT staff ranged from two to 19. Expressed as a percentage of the total staff in ADCs with an ITS role, the proportion of IT staff varied from 8% up to 71%. This is one of the biggest differentiating factors between centres. Clearly the operation of a centre with no technical staff is very different in its emphasis to one where 70% are concerned with supporting e-learning.

Five centres managed their affairs with only one or two administrative staff, but in the two largest centres the numbers rose to 19 and 25 (constituting 42% of the total staffing in both cases). Clearly these posts include a multitude of tasks – project managers and support staff, as well as clerical and more senior administrative roles. We can see that in a large centre the character of the work changes, as more staff are needed to deal with the internal management of the centre’s various functions, as this comment illustrates.

We are a large unit with 100 FTE staff – this includes academic developers, learning advisers, professional staff (international student advisers, careers, counsellors, disability advisers) admin staff (HR and finance), project officers, off campus services staff, online services staff (multi-media, programmers etc.).

Distributed academic development

It was a feature of the recent UK survey that there is a clear shift towards a greater use of a distributed model with, in some cases, large numbers of ‘teaching fellows’ (though often as only a small fraction of their total work). The fact that funding is being used to appoint these fractional roles at faculty level may explain why central units in the UK tend to be smaller than in Australia – though it may be simply that institutions are less willing to fund educational development.

Clearly ADCs in many Australian universities work closely with Faculty level Associate Deans (Teaching and Learning), as well as with a DVC. The majority (13 out of 18 responses have Faculty or School level Teaching and Learning Committees. Only one said there was ‘no real structure’, one said they were working towards the distributed model and one said ‘some schools do and some don’t’.

Course co-ordinators are significant people with whom ADCs co-operate in only three cases, whereas teaching and learning co-ordinators exist in seven of the institutions surveyed (four of whom have full-time roles) and 11 have Teaching Fellows or Award winners, however it is likely that these roles are less than 0.5 FTE posts. Among full-time staff, ICT developers were seen as key collaborators in ten cases, and learning assistance staff in ten. The library staff were seen as another group for collaboration in ten cases. Interestingly ‘quality officers’ were only mentioned by four.

The relationship between ADCs as a central unit and teaching faculties and schools (centre-periphery) is one area mentioned by several directors as a ‘significant challenge’ that they face. This surfaces in different ways. One is the issue of ‘engagement from teaching staff’ or, put another way, ‘getting more buy-in from Schools for improvement based on the scholarship of learning and teaching’. It is also manifested in the difficult matter of determining where responsibility lies for responding to an institutional issue. How much does the ADC take responsibility and how much should be with faculties? One respondent spoke of the difficulty in ‘establishing a balance with Faculties of the extent to which the Centre for Teaching and Learning or the Faculty engages with an issue/project/proposal’. The problem is increased when Faculties have their own L & T units that are locally managed, resulting in a ‘lack of clarity re organisation of central L & T Unit versus the faculty-based units.’

The devolved model of AD is therefore not without its problems despite its attractiveness as a way of ensuring that there is better acceptance of the value of academic development activity because it is located ‘in the settings in which academics spend most of their time and with which they are most closely identify’ (Boud 1999). The growing cadre of staff, who have a discipline-based perspective on education development, however much this is to be welcomed, do present the ADC with the difficult task of achieving effective communication and networking. Without good channels of communication, the cross-institutional impact of dispersed activity can be lessened, and the overall impact reduced.

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Mission and activities

Whereas most ADC's had fully developed 'mission statements' which included phrases like 'providing leadership and strategic input and advice to the University with respect to learning and teaching' and 'supporting quality teaching and learning strategic priority development and practices', 'to be an acknowledged leader in scholarship and innovation' others were rather more terse, and rather less 'corporate' in their approach. One said 'not applicable, work progresses on a project basis' and another said simply 'to support the university in improving teaching and learning'.

The core elements expressed in the mission of the majority of centres whose directors responded to the survey were:

- ▶ Supporting the institutions' strategic goals
- ▶ Providing professional development of staff. Under this heading are included provision of courses, mentoring, staff induction. A few mission statements specifically included management and leadership development.
- ▶ Facilitating learning and teaching initiatives to improve the quality of teaching and learning.

Support for on-line learning environment and support for flexible or distance learning was explicitly part of the mission of five centres. In some cases this included production of learning materials and interactive media resources.

Eight included in their mission a phrase referring to the conduct of research into teaching and learning, or contributing to the scholarship of discovery (as one put it).

A few made specific reference to aspects of the university's mission such as community outreach, partnership with TAFE colleges or external partners, and to equity and inclusivity goals. One specifically mentioned 'internationalising the curriculum'. Supporting student learning (or the student learning experience) directly was mentioned only in a minority of cases.

Services provided

Let us now consider the evidence from the survey about what services respondents said their centres provided and what they thought was important. If we combine those activities which were rated as being provided to a 'great' or 'moderate extent', we find there is most agreement on the following twelve activities (the figures show the numbers of people giving these ratings to the activity, out of 19 respondents).

Table 3: Activities provided by academic development centres

Provided rank	Activity provided to a great or moderate extent	Number of respondents
1=	Participate in university-wide committees and working parties	19
1=	Provide leadership for L & T in HE within the institution	19
1=	Staff/professional development relating to L & T	19
2	New staff induction programme	18
3=	Foundations in teaching courses for new academics	17
3=	Promote scholarship of teaching and learning	17
4=	Engage in planning and policy development	16
4=	Assist in planning and policy development	16
4=	Implement university strategic directions	16
4=	Professional development to sessional staff	16
5=	Advice to individual staff members	14
5=	Produce/maintain good practice website	14

If we look at the activities that were rated as very or moderately important, we find that there is considerable commonality with the activities provided, but that the ordering is different. Only the first two activities, 'participate in university-wide committees and working parties' and 'provide leadership for learning and teaching in higher education within the institution' were rated by everybody as both provided and important. Table 4 shows the activities considered to be most important by 17 or more of the 19 respondents.

Table 4: Activities rated as important by directors of academic development

Importance rank	Provided rank	Activity rated very or moderately important	Number of respondents
1=	1=	Participate in university-wide committees and working parties	19
1=	1=	Provide leadership for L & T in HE within the institution	19
1=	2	New staff induction programme	19
1=	4=	Engage in planning and policy development	19
1=	4=	Assist in planning and policy development	19
1=	4=	Professional development to sessional staff	19
1=	6=	Engage in the development of institutional systems and processes	19
1=	7=	Training in the use of ICT/e-learning	19
2=	1=	Staff/professional development relating to L & T	18
2=	3=	Foundations in teaching courses for new academics	18
2=	3=	Promote scholarship of teaching and learning	18
2=	5=	Produce/maintain good practice website	18
3=	4=	Implement university strategic directions	17
3=	5=	Advice to individual staff members	17
3=	6=	Promote research in learning and teaching in higher education	17
3=	7=	Post-grad course in learning and teaching in HE	17
3=	4=	Assist in policy implementation relating to quality	17
3=	9	Engage in research in learning and teaching in higher education	17
3=	10=	Assist with course/program and/or unit/subject reviews	17
3=	10=	Assist in development and design of new courses	17
3=	11	Map and embed graduate attributes/generic skills across curricula	17

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These results seem to show that although, as the three case studies illustrated, there are considerable variations in what centres are able to provide because of variations in their size, role and status, there is very significant agreement about what it is important for ADCs to provide. There are 21 items listed above that at least 17 out of 19 (90% of respondents) directors agreed were very or moderately important.

Where are the biggest discrepancies between what is provided and what respondents think is important? In all but five cases, activities were rated as being of higher importance than the extent to which they provided. In other words there is much that directors think is very or moderately important for ADCs but which are rated lower in the extent to which they are actually provided. The biggest discrepancies are shown in table 5. The figure in the right hand column is arrived at by subtracting the number of respondents who rated the activity as very or moderately important from the number who said the activity was provided to a great or moderate extent.

Table 5: Discrepancies in ranking of provision of activities and importance

Professional development for postgraduates who teach	13
Provide support for staff identified as having difficulties with their teaching	10
Map and embed graduate attributes/generic skills across curricula	9
Provide peer observation and review of teaching	9
Assist with course/program and/or unit/subject reviews	8
Assist in development and design of new courses	8
Administer learning and teaching in higher education resource collection	8
Project manage curriculum development projects	8
Produce/contribute to good practice newsletter	8

However, if we consider only what is provided to a great extent against what is thought to be important then big gaps appear in two areas. Only one person thought the centre engaged in research in teaching and learning (to a great extent) and only three considered that assisting in the development and design of new courses was provided to a great extent, and yet 14 and 12 respectively thought that these activities are 'very important'.

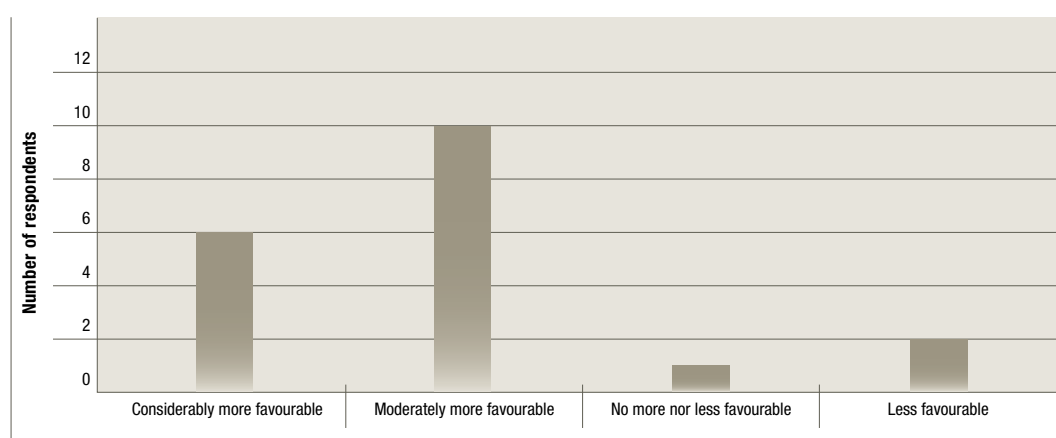
It is fairly clear that most ADCs do not provide services to students and their focus is very much on staff support and institutional strategic development. For example, English language service is not provided 'at all' in 13 respondents' centres, services to students with disabilities, including dyslexia in 12 cases, and study skills/learning development services in 11 cases. Other services that are given low priority include producing a good practice newsletter, managing curriculum development projects, administering learning and teaching (in HE) resource collection.

There were inconsistent responses in relation to a few activities. For example, centres are split evenly between those who are heavily or moderately involved with administering formative or summative systems of student feedback on teaching units, and those who do not do this at all. There is a very mixed picture about the extent to which centres assist with program reviews, provide peer observation of teaching or co-ordinate peer review of learning materials.

The security of Academic Development

The evidence from this survey would suggest that most people believe that AD is operating in a moderately more favourable environment than five years ago. Only two respondents thought the national environment was less favourable to AD than five years ago and only one thought their local institutional environment was less favourable.

Chart 6: National environment compared with 5 years ago



This overwhelmingly positive assessment is broadly in line with the UK findings which suggest that there is no immediate crisis in AD despite the views of certain commentators (Weimer 2007).

Comments suggest that the factors that respondents believed were working in favour of AD at a national level were the ALTC and, to a lesser extent the Learning and Teaching Performance Fund (LTPF), although not everyone agreed that the influence of the latter was 'positive' and one commented that the 'Federal agenda 'remains very problematic'.

As we have commented above, the biggest impact on ADCs is the restructuring of the centre. The second biggest impact is stemming from flexible learning and teaching with new technologies. The ALTC and the LTPF follow close on the heels of these two factors as being judged as having a 'very high' or 'high' impact (15 and 14 respectively out of 19 respondents). The remaining four and five respondents respectively rated them as having moderate impact. This suggests a very high degree of agreement about these national initiatives (much higher than any equivalent initiatives in the UK, where the Academy has had a much more mixed response).

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As Table 6 shows, directors of ADCs see a mixture of internal and external factors as influencing their centres. If we combine the number of respondents rating a factor as 'very high' or 'high' impact then institutional strategic priorities and restructuring become the biggest factors impacting on ADCs. Interestingly, scholarship of teaching, teaching portfolios and remediating poor teaching all score as having a 'moderate impact'. This seems to reinforce the impression that institutional objectives have a more pressing and immediate impact on directors of ADCs than some issues that might be thought to be central to the concerns of individual academic developers.

Table 6: Factors impacting on ADCs

	Combined very high and high impact	Very high impact	High impact	Moderate impact	Little impact	No impact
Institutional strategic priorities	16	6	10	2	1	0
Restructuring of your unit/centre	15	10	5	1	0	2
Australian Learning and Teaching Council	15	8	7	4	0	0
Flexible learning/Teaching with new technologies	14	9	5	3	2	0
Learning and Teaching Performance Fund	14	7	7	5	0	0
Immediate institutional issues, concerns or problems	14	7	7	4	1	0
Rewarding teaching excellence	14	4	10	5	0	0
Your unit's strategic plan	13	5	8	3	2	0
Evaluation and review of teaching and curriculum	13	3	10	4	2	0
Sessional staff development	10	1	9	7	1	1
Academic professional development (both entry and continuing)	9	6	3	9	1	0
Staff recruitment	9	2	7	3	5	2
Restructuring of your institution	8	6	2	4	4	1
Graduate attribute	8	4	4	9	2	0
Curriculum development	7	3	4	7	4	1
Project management	7	2	5	6	5	1
Scholarship of teaching	6	3	3	10	3	0
RQF	6	2	4	4	5	2
Professional/teaching portfolios	4	0	4	9	6	0
Remediating poor teaching	2	0	2	10	4	2

The wide ranging influences that are impacting on ADCs inevitably create tensions, and difficulties in meeting institutional expectations. It would seem that directors feel that ADCs are being pulled in many, sometimes contradictory, directions.

The future for Academic Development

When directors were asked to identify 'emerging issues that will confront AD in Australia in the next five years,' a wide variety of answers were given. However, the responses can be categorized under eight headings, as follows.

1. Support of university management

Some felt that the 'future looks good' because they have support from the management of the university and that there is a 'strong resource commitment to academic development and use of educational technologies', but for others there is 'no support from senior managers despite evidence of success' and there is a real concern about sustaining AD work.

2. Impact of educational technologies

Some directors speculated about changes in educational technologies and their impact on AD work.

'The notion of blended learning and the emergence of Web2.0 modalities will continue to challenge us. There is view emerging that teaching might not involve technology in a world where technology-aided socialising and knowledge generation is becoming the norm.'

But not all were enthusiastic about technical changes. It was argued that the 'increasingly rapid changes in technologies' meant that it would become increasingly important 'to evaluate their potential benefits for learning rather than just jumping on the latest bandwagon' and that it was necessary to find a 'balance between what the new technologies can afford learning and the old verities of teaching and learning'.

3. Changing profile of students

Several respondents felt that the biggest challenges for academic development come from students, who people believe are 'changing rapidly.' One was more specific about these changes and spoke of:

'Increasing changes in the kinds of learners coming in to higher education and the future needs of these learners – not just the 'net generation' but also their likelihood of changing careers several times in their lifetime.'

Another thought that the challenge was to 'design systems and structures which attract students whose goals may be quite short term and job focused from a limited/shrinking funding base' while another considered that there was a need for:

'Development of learning and teaching strategies that suit the needs and learning preferences of the generation of students now entering university who have substantial work and other commitments and whose communication preferences involve a range of technologies.'

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4. Changing nature of academic work

Some spoke of the 'intensification of academics' work' and the 'increasing diversity of academic work' as future challenges. One foresaw 'pressures on academics for research and industry engagement, combined with increasing class sizes and student demands' another spoke of 'working with academics whose workload keep increasing'.

5. Changing nature of universities

Trends that were perceived as challenges within universities included moves to separate academic roles into research only or teaching only, increasing changes in the kinds of new academics coming into universities, and an increasingly competitive environment.

'More broadly academic development will grapple with an increasingly complex university environment, characterised by convergence of technologies, the diverse student population, an ageing workforce and diversified university business models.'

Another continuing trend is the 'increased performance management and accountability – that's been happening for some time' which is requiring the 'measuring [of] teaching performance'.

6. Funding

A crisis in funding was seen by some to be having a growing effect on AD work. For some this was a matter of lower government funding per student but more specifically it was predicted that 'lowering regional enrolment on University finances' would consequently impact on the 'resourcing academic development'.

7. Renewing the AD profession

Some challenges come from within AD. One issue is 'renewing the academic development "profession" which is occurring because of the 'retirement of the present generation of developers,' and 'insufficient numbers of individuals entering the profession' resulting in aging workforce. One person considered that there had so far been 'little/no systemic response to address this emerging crisis'. Another said,

'The diminishing availability of appropriately skilled academic development staff is already emerging as an issue for us.'

This issue implied for one person a need for 'capacity building of the team to work effectively in a cross-sectoral environment' while, for another, the root cause of the problem was the 'status of academic developers with regard to career pathways'.

8. Challenges to the nature of AD

Several changes in academic development were predicted. One is the way a 'strong link to quality assurance' is changing the nature of AD work, while another thought that internationalising the curriculum and teaching strategies were going to be crucial. Two respondents felt the ALTC was critical to future success.

One spoke of 'keeping the ALTC initiatives alive' and another said,

'The ongoing funding of learning and teaching improvement such as is currently provided by the ALTC will remain crucial in facilitating evidence based responses to emerging issues.'

One director saw the issue in terms of deciding priorities within AD.

'Can academic development support learning for institutions and academics in all areas of work (for example developing community or industry engagement, contributing to policy formation) or do we continue to focus mainly on learning and teaching issues?'

For some ADCs there are specific issues around distance and multi-campus universities and how the centre adapts to deal with what one person called the 'tyranny of distance'.

Conclusions

We have seen here and earlier in this report a number of recurring themes.

1. How do ADCs manage the relationship between a central ADC and faculties, particularly over competition for resources during a time when money is tight.
2. Difficulties in setting priorities. There are a number of tensions: between management and development activities, between a service and an academic orientation, between an emphasis on technology and more general teaching and learning concerns.
3. The clear perception that there are insufficient resources – in particular staffing – to meet the expectations placed on the centre.
4. Issues arising from restructuring, organizational volatility, and instability.

Despite these recurring problems there is also convincing evidence that AD in Australia is thriving. The vast majority of directors expressed confidence in the future of their centres and most seemed encouraged by the work of the ALTC. The expectations being placed on centres are rising, and although this causes pressure on over-stretched staff, it is a good indicator for the future of AD.

The diversity and range of centres emerges very clearly from this survey, with large variations in size and functions, and institutions expressing varying degrees of confidence in the role of AD centres. Clearly some centres have considerable support from their senior managers and have been allocated reasonable resources to meet the targets they have been set. Whereas others in the survey feel under pressure – some because of changing technologies, some because of opposition from Faculty managers, and some because they are increasingly being asked to meet performance targets. Whilst all centres are extremely busy, where the gap is greatest between what the directors aspire to and what they can actually provide with the resources at their disposal the stress is highest.

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A fast changing higher education environment is creating new concerns for almost all – notably increasing pressures on teaching staff to perform a wider range of tasks, rapidly developing educational technology and changes to the student profile. These changes are raising questions about the priorities for teaching and learning centres.

In Australia (as in the UK) the majority of centres appear to be regarded as having an important strategic function within their institutions. This contrasts with the USA where ‘faculty development’ continues to be focused principally on providing support to individual faculty members and fewer centres have a strategic function.

An emerging issue across all three countries is a concern about recruitment to ADC posts. There appears to be a growing shortage of developers internationally and no country has a strategy for increasing the numbers of staff willing to put themselves forward to join the ‘profession’ of academic development. Although higher education is an increasingly popular area for research, this has not translated into an equivalent interest in supporting the development of teaching and learning. The responses to this survey suggest that induction into the role was predominantly achieved through informal peer contact, previous experience and reading. No formal, or even standard, career pathway existed then or now. This is a pressing issue for the AD community globally.

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Appendix 1

Five publications which most inform your work

Author – Title	Mentions	Comments
Barnett, R.	1	No text specified
Biggs, J. B. (1999) Teaching for Quality Learning at University	6	
Bowden, J & Marton, F. (1998) The university of learning: beyond quality and competence	2	
Boyer, E. (1990) Carnegie Report Scholarship Reconsidered	1	
Bridges, W. (2004) Transitions: Making Sense of Life's Changes	1	
Brookfield, S.	2	No text specified
Brookfield, S. (2007) Becoming a Critically Reflective Teacher		
D'Andrea, V. & Gosling, D. (2005) Improving Teaching and Learning: A Whole of Institution Approach	1	
Entwistle, N. and Ramsden, P. (1983) Understanding Student Learning	1	No text specified
Fraser, K. (2005) Education Development and Leadership in Higher Education	1	
Fullan, M. (2001) The New Meaning of Educational Change	1	
Gibbs, G. multiple research on leadership and assessment in higher education	1	No text specified
Habermas, J.	1	No text specified
Hounsell, D. earlier	1	No text specified
Huber, M. and S. Morreale (2002) Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground	2	
Huber's writings		No text specified
Kotter, J. P. (1990) A force for change	2	
Kotter, J. P. & Cohen, D. S. (2002). The heart of change		
Laurillard, D. (2002) Rethinking university teaching. A conversational framework for the effective use of learning technologies	3	
Martin, E. (1999) Changing academic work: developing the learning university	1	
Marton, F. and Saljo, (1976) R. On qualitative differences in learning: Outcome and process, British Journal of Educational Psychology, 46, 4–11	1	
OBHE Observatory of Borderless Higher Education Reports	2	
Parker Palmer, (1998) Courage to teach	1	
Prosser, M. and Trigwell, K. (1979) Understanding Learning and Teaching	3	
Race, P. & Brown, S. (2001) Inspiring learning about teaching and assessment	1	
Ramsden, P. (1998) Learning to Lead in Higher Education	4	
Ramsden, P. (2003) Learning to teach in higher education. (2nd ed.)	6	
Scott, G. (2003) Learning principals: leadership capability and learning research in the New South Wales Department of Education and Training.	1	
Shulman, L.	1	No text specified
Webb, G. (1996) Understanding Staff Development	1	
Wenger, E. (1998) Communities of Practice: learning, meaning, and identity	1	
Zuber Skerritt, O. (1994) Professional Development in HE	1	

Journals

Author – Title	Mentions
Assessment and Evaluation in Higher Education	2
Australasian Journal of Educational Technology	1
Distance Education	1
Higher Education Research and Development	8
Higher Education Quarterly	1
IJAD International Journal for Academic Development	3
Innovations in Education and Teaching International	1
Innovative Higher Education	1
Journal of Academic Integrity	1
Journal of Academic Staff Development	1
Journal of Higher Education	1
Journal of Higher Education Policy and Management	1
Studies in Higher Education	3
Teaching in Higher Education	2
THES and Australian HE	1

Websites

- ALTC website
- Higher Education Academy website
- The web generally – many and varied resources

Other

- Educause
- ISSOTL
- SEDA
- Writings of colleagues in disciplines and across disciplines on learning and teaching

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Report of the Survey of Academic Developers and Others Engaged in the Development of Academics as Teachers in Australian Universities

Jenny Bird, Chantelle Fernando, Irina Filonenko, Peter Ling, Sharon Parry
February 2008

Introduction

This report discusses responses to an Australian survey of academic developers which was conducted between September 2007 and December 2007.

The online survey was based upon a previous survey distributed to Heads of Educational Development Group in the UK in 2006 (Gosling, 2008). This survey, the Gosling survey, was first adapted for Australian universities and was distributed to directors of academic development centres nationally.

The current research went one step further, and collected data on the role of academic developers in the development of academics as teachers and the strategies that they employ. The data collected included information on what role the academic developer played within their institution, the importance of what they do, and the past, present and future of academic development in their institution and nationally.

Response rate

Although 69 respondents are registered as having completed the survey, some questions had lower response rates. Most questions had at least 59 responses, with some of the long form answer questions, having lower response rates.

Academic developers: Characteristics

Of the 64 respondents who answered the question on their gender, 31% of academic developers identified as being male, and 69% of academic developers identified as being female. This demonstrates that the area of academic development has a large female contingent, with over two thirds of academic developers being female.

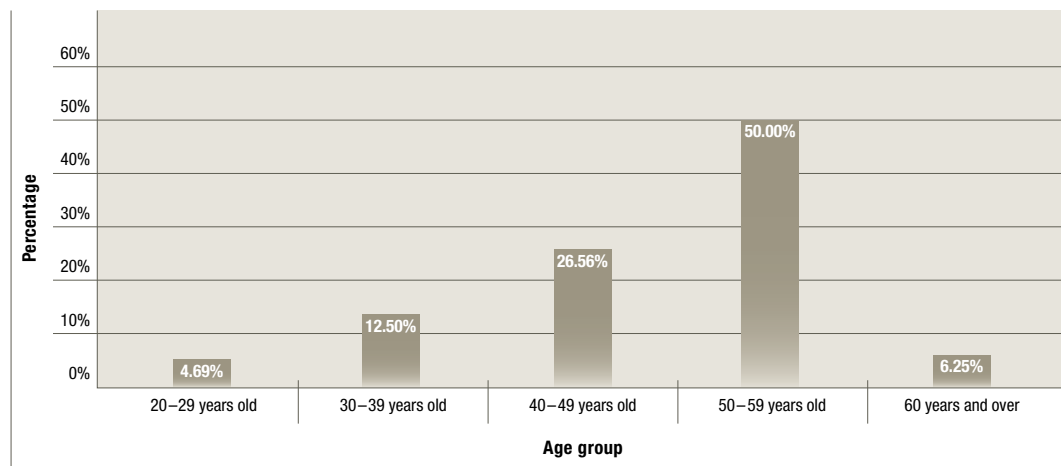
Age

The age profile shows that academic developers' ages fall in all categories from 20–29 years of age, to 60 years or over, however the most highly represented age group is the 50–59 year old age group, which represents 50% of all academic developers who answered this question. Chart 7 provides a graphical representation of the percentage of respondents who fell into each age category. There seems to be an upwards trend when looking at the graph which demonstrates that as each age group increases, so do the number of academic developers which fall into the age group. However it can also be seen that the number of academic developers who are 60 years of age and over dramatically drops.

Qualifications

Level of qualifications and type of qualifications varied amongst the academic developers. The results presented here represent the highest qualification noted as completed by respondents in regards to the categories of Bachelors degree, Postgraduate Certificate or Diploma, Masters degree, and PhD. Forty-nine percent of the 67 responses to this question had the highest qualification of a Masters degree – with 67% of these degrees being Masters of Education, and the remaining 33% being other Masters degrees which ranged from Masters in Arts to Masters of Science.

Chart 7: Academic developers age group (n=64)



Title and employment level

Sixty six people answered the question on what their title was. As titles varied between institutions, a list of the titles that respondents provided is provided in Table 7 overleaf, with the number of times mentioned. The most commonly mentioned title was that of academic developer, with one-fifth of respondents mentioning this.

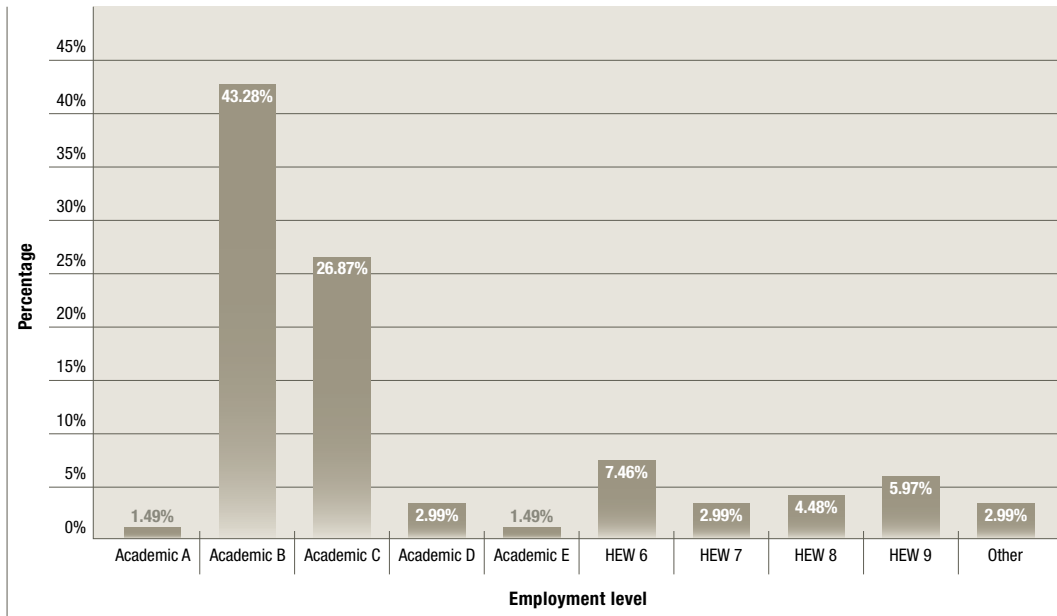
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Table 7: Position titles of academic developers (n=66). Rounding has resulted in the percentage column adding to 99%.

Position Title	Number of respondents	Percentage
Academic Developer	14	21%
Lecturer (higher education, teaching and learning, educational design, GIHE, academic development, higher ed (student experience), learning enhancement (communication))	8	12%
Educational Designer; Acting Manager, Teaching Development	6	9%
Senior Lecturer (higher ed development, professional development, educational design)	6	9%
Director/Acting Director	3	5%
Education Developer	3	5%
Education/Educational Development Advisor	3	5%
Academic Learning Support	2	3%
Learning and Teaching Consultant	2	3%
Academic Coordinator	1	2%
Academic Designer	1	2%
Academic Development Advisor	1	2%
Assistant Director Academic Development	1	2%
Associate Lecturer	1	2%
Associate Professor	1	2%
Co-ordinator, Online Learning System Enhancement	1	2%
Curriculum and Evaluation Officer	1	2%
Education Quality Coordinator	1	2%
Instructional Designer	1	2%
Internal Research Grants Officer	1	2%
Learning and Teaching Designer	1	2%
Manager, Office of Learning and Teaching	1	2%
Project Officer	1	2%
Senior Education Developer	1	2%
Teaching Support Consultant	1	2%
Leader, Academic Development Unit	1	2%
Two roles (lecturer.edc, writer.eda)	2	3%

Employment level varied amongst academic developers, however over two thirds of academic developers who answered this question were employed at an Academic Level B or C. Chart 8 shows a graphical representation of this.

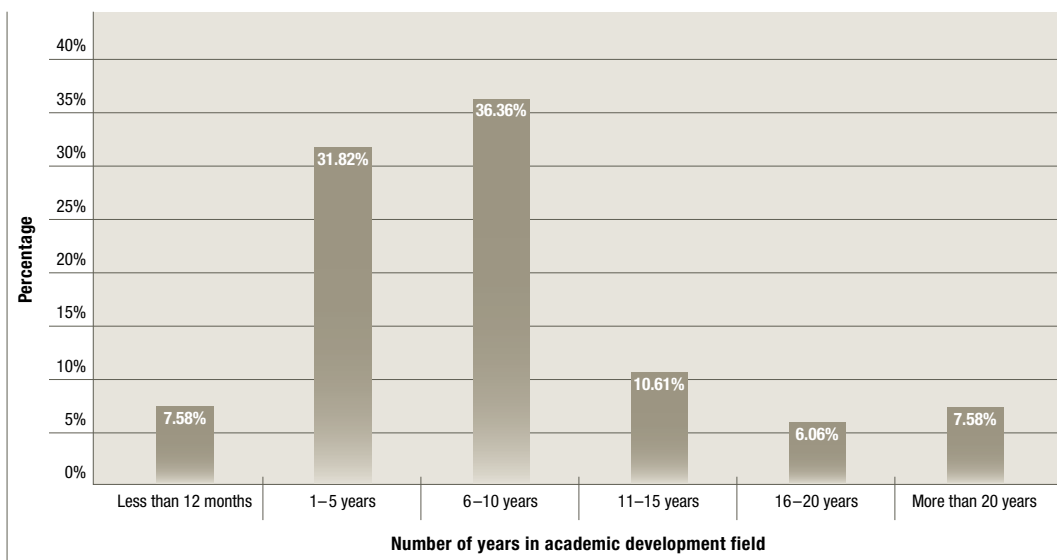
Chart 8: Academic developer employment levels (n=67)



Length of time in academic development and in current position

There was variation in the length of time academic developers had been involved in the academic development field, however Figure 3 shows that just over two-thirds of respondents have been in the academic development field for between one and 10 years.

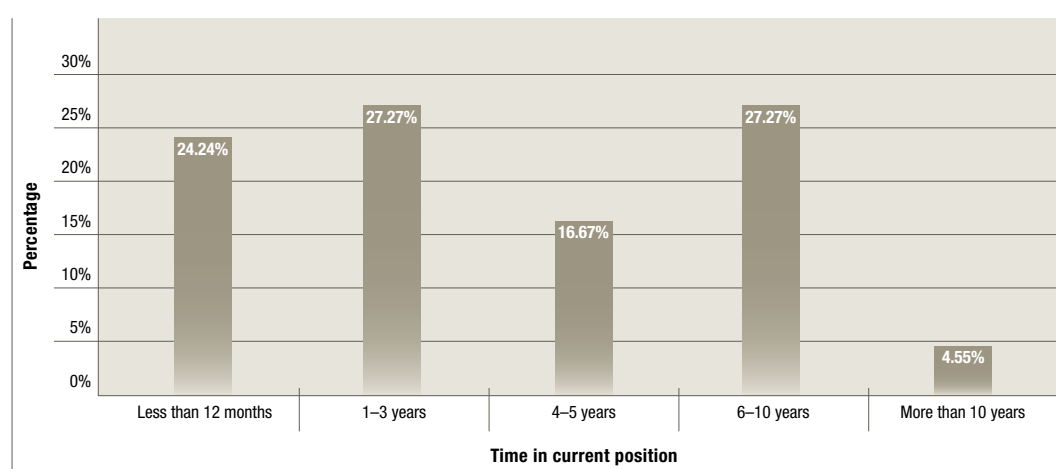
Chart 9: Length of time in academic development field (n=66)



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There seems to be a trend in the length of time academic developers have been in their current position. Chart 10 demonstrates that there seems to be two separate experiences. Just over half of the respondents to this question had been in their current position for three years or less, and over one quarter had been in their current position for anywhere between six to 10 years. This would seem to demonstrate that there are a large number of academic developers employed in their current position for a short period of time, and there is also a group who have been employed for a lengthy period of time in their position.

Chart 10: Length of time in current position



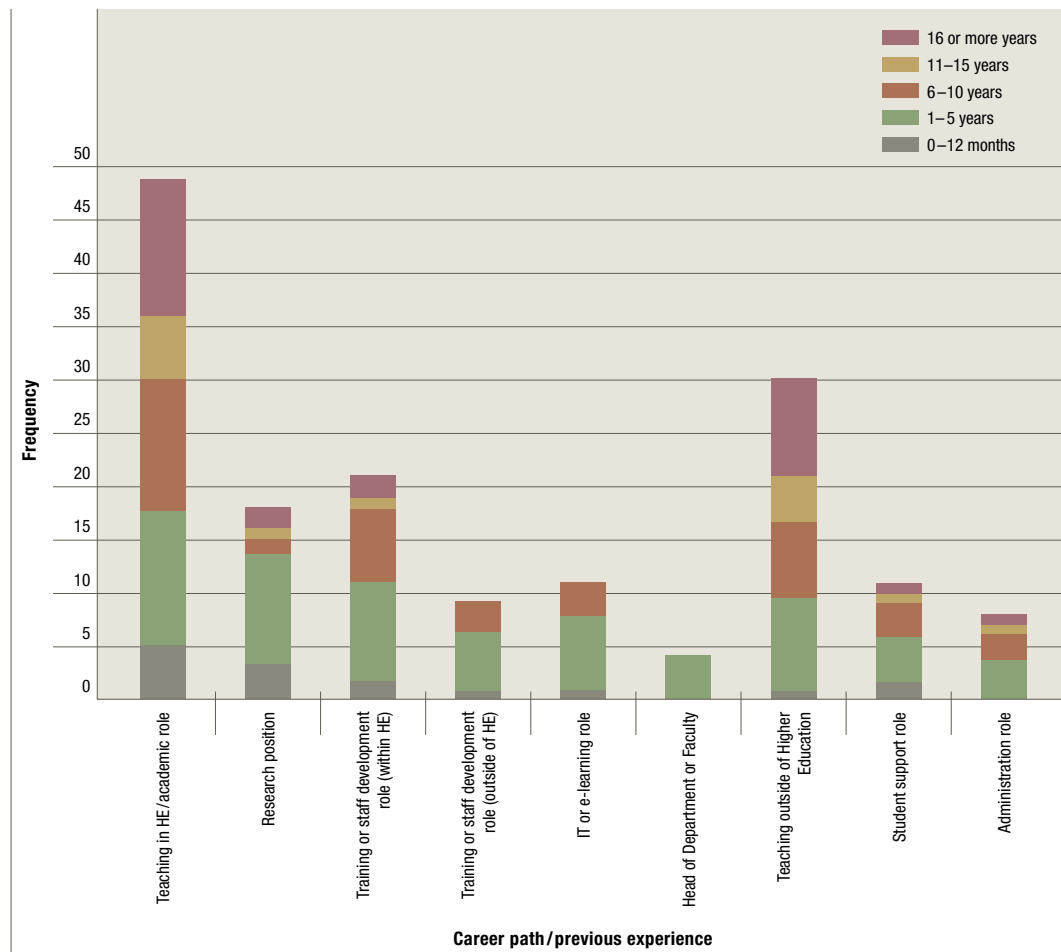
Career path/previous professional experience

Respondents were able to choose multiple responses for this question, and were able to detail the length of time spent in each of their previous professional areas. Of the 67 respondents who answered this question, the two main areas of previous experience for academic developers were teaching in a higher education/academic role (73.13%, n=49) and teaching outside of higher education (44.78%, n=30). Table 2 shows a more detailed breakdown of the number of respondents selecting which category of previous professional experience.

Chart 11: Frequency of career path/previous professional experience (n=67)

Career Path/Previous Professional Experience	Response Count	Percentage
Teaching in HE/Academic Role	49	73.13
Teaching Outside of Higher Education	30	44.78
Training or Staff Development Role (Within HE)	21	31.34
Research Position	18	26.87
IT or e-Learning Role	11	16.42
Student Support Role	11	16.42
Training or Staff Development Role (Outside HE)	9	13.43
Administration Role	8	11.94
Head of Department or Faculty	4	5.97

Chart 12: Career paths/previous professional experience of academic developers



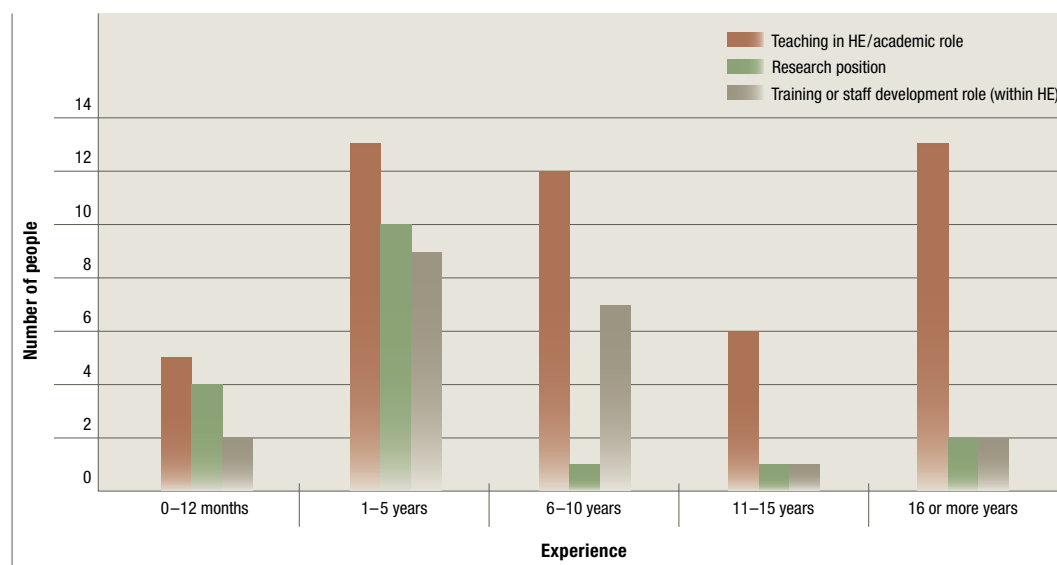
Of those respondents who had experience in higher education, 49 had experience in teaching in a higher education/academic role, 18 had a research position, and 21 had a training or staff development role. It is important to keep in mind that respondents were able to select multiple options, therefore some respondents may have had experience in all three of these areas. Chart 13 demonstrates the amount of time spent in each of these areas. For those who had an academic role, approximately one-quarter had spent 1–5 years in that role, approximately one-quarter had spent 6–10 years in an academic role, and approximately one-quarter had spent 16 years or longer in this role.

Over half those that had a research position had 1–5 years experience in the area, while just under one-quarter had held a research position for less than a year.

Just under half of those with a training/staff development role, had 1–5 years experience, with an additional one-third having 6–10 years experience.

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Chart 13: Higher education experience of academic developers



Appointment process and entry level professional needs

Academic developers were asked to comment on the process by which they gained their current position. Of the 66 participants who responded to this question, 52% (34) were external appointments, 39% (26) were internal appointments, and 9% (6) were promotions. Twenty one respondents offered further comment on their recruitment, and for three of the respondents who selected that their position was an internal appointment, they in fact applied for the job which was advertised externally, however they happened to be working within that organisation at the time.

Sixty-three respondents offered a comment in relation to the question of how they met their entry level professional needs, however five of these answers included a statement by the respondent that they were unclear as to what the question was asking. Of the qualitative responses, 20 responses included learning on the job and self-directed learning through informal research and reading while 18 mentioned discussions with colleagues, networking and being mentored in their position. Nineteen responses mentioned previous experience, education and research as helping meet their entry level professional needs and 23 mentioned attending some sort of training, e.g. internal training, external training, short courses etc.

Ongoing professional needs

Sixty-two of the respondents provided comment on how their ongoing professional needs were met. These comments could be divided into categories, with some respondents fitting multiple categories in their answer to this question. Conferences and forums were the most commented on category for meeting academic developers ongoing professional needs, with this category being mentioned in 61% of the responses. Next most common way of meeting ongoing professional needs was through discussions and interactions with colleagues, peers and through networking, with this being mentioned in 45% of responses. The third most common method of

meeting ongoing professional needs was through reading literature and journals related to education and teaching and learning, and this was mentioned in 35% of the responses. Table 8 below shows the full list of methods of meeting ongoing professional needs, and the number and percentage of responses that mentioned the method. Overall, it would seem that professional needs are met through keeping up to date with what is happening in learning and teaching, as well as assessment, and the way to keep up to date with this information is through discussions, reading and conferences.

Table 8: Methods of meeting ongoing professional needs of academic developers (n=62)

Method to meet ongoing professional needs	Number of responses	Percentage
Attending conferences and forums	38	61%
Discussions with peers, colleagues and networks	28	45%
Reading of literature and journals related to teaching and learning	22	35%
Further study/qualifications	17	27%
Professional associations and organisations	12	19%
Self-directed research, self-management and on-the job training	11	18%
Attending seminars and workshops	11	18%
Internal meetings and staff professional development	9	15%
Informal and semi-formal organisations and online groups	8	13%
Involvement in research projects	8	13%
Other methods not listed in the above, e.g. no method accessible to meet needs, will do any training available, previous experience	3	5%

Professional Membership

Sixty-one respondents provided a response about formal national and international organisations they belonged to. The number of responses can be found in Table 9.

Table 9: International and national professional membership (n=61)

Professional organisation	Number of responses	Percentage
HERDSA (Higher Education Research and Development Society of Australasia)	41	67%
ASCILITE (Australasian Society for Computers in Learning in Tertiary Education)	23	38%
ISSOTL (International Society for the Scholarship of Teaching and Learning)	6	10%
ODLAA	5	8%
AARE (Australian Association of Research in Education)	4	7%
None/Not applicable	4	7%
ALT (Association for Learning and Teaching)	3	5%
AALL (Association of Australian Language and Learning)	2	3%
SEDA (Staff and Educational Development Association)	2	3%
AACE	1	2%
ACEN	1	2%
ACODE	1	2%
Adults Learning Mathematics	1	2%
AERA (American Education Research Association)	1	2%
American Association of Physics Teachers	1	2%

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Professional organisation	Number of responses	Percentage
ANZAME	1	2%
AolR (Association of Internet Researchers)	1	2%
Art Education Australia	1	2%
Art Education Victoria	1	2%
Association for Qualitative Research	1	2%
Association of Work Life Professionals (USA)	1	2%
ATEA	1	2%
ATEM	1	2%
ATN	1	2%
Australasian Evaluation Association	1	2%
Australian College of Educators	1	2%
Australian Institute of Physics	1	2%
British Actors' Equity	1	2%
BERA	1	2%
CADAD (Council of Australian Directors of Academic Development)	1	2%
CAL (Copyright Agency Limited)	1	2%
CoL	1	2%
CSAA (Cultural Studies Association of Australasia)	1	2%
EARLI	1	2%
European Evaluation Society	1	2%
HEA	1	2%
Home Economics Institute of Australia	1	2%
ICED	1	2%
ILTHE	1	2%
International Academy for Intercultural Research	1	2%
International Association for Education through Art	1	2%
International Education Association	1	2%
International Research on Work and Learning	1	2%
ISATT (International Study Association for Teacher Thinking)	1	2%
ISCAR	1	2%
ISED	1	2%
ISPI	1	2%
Learning Support Network	1	2%
NTEU	1	2%
Mathemetics Education Research Group of Australasia	1	2%
Media Alliance	1	2%
MERGA	1	2%
National Council on Family Relations (USA)	1	2%
New South Wales Institute for Educational Research	1	2%
PBL	1	2%
POD	1	2%
Queensland College of Teachers	1	2%
The Institution of Engineers, Australia	1	2%
Unilearn	1	2%
Victorian Writers' Centre	1	2%
WANAU (Web Accessibility Network for Australian Universities)	1	2%

Table 9 shows that there are a large number of individual associations which are specific to an academic developers background. However, two thirds of those who responded to this question indicated that they were members of HERDSA, and one third were members of ASCILITE.

Literature Informing Academic Developers

Respondents were asked to list at most, five publications which informed their work as an academic developer. Fifty-two academic developers answered these questions, with 98% providing two publications, 92% listing three publications, 79% listing four publications, and 65% providing five publications. The publications, and (in the case of multiple nominations) number of respondents listing each are in Table 10 below.

Table 10: Publications which inform practice as an academic developer (n = 52)

Publication	Number of respondents	Percentage
Books		
6 Hats of Thinking (De Bono)		
500 Tips for Open and Online Learning (Race)		
Action Research (Reason)		
Assessing Learning in Australian Universities (James, McInnis & Devlin)		
Becoming a Critically Reflective Teacher (Brookfield)	2	4%
Capability & Quality in Higher Education (Stephenson)		
Changing Higher Education: The Development of Learning and Teaching (Ashwin)		
Classroom assessment techniques: A handbook for college teachers (Angelo & Cross)		
Communities of Practice: Learning, Meaning and Identity (Wenger)		
Core Principles of Effective Assessment (James, McInnis, & Devlin)		
Courage to Teach (Palmer)	2	4%
Developing Critical Thinkers (Brookfield)		
e-Assessment Handbook		
E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning (Clark & Mayer)		
Educating Psyche (Neville)		
Educating the Net Generation (Oblinger & Oblinger)		
Educational Development (Land)		
Education and mind in the knowledge age (Bereiter)		
Effects of Learning Skills Interventions on Student Learning: A Meta-Analysis (Hattie)		
Engaging the Curriculum in Higher Education (Barnett & Coate)		
Formative assessment and self-regulated learning: a model and seven principles (Nicol & Macfarlane-Dick)		
Freedom to Learn (Rogers & Freiberg)		
From Behaviourist to Constructivist Teaching (Scheurman)		
Handbook of Distance Education (Moore & Anderson)		
Improving Student Learning (Rust ed.)		
Instructional Design in Technical Areas (Sweller)		
Learning and Awareness (Marton & Booth)	2	4%

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Publication	Number of respondents	Percentage
Books <i>continued</i>		
Learning in Groups (Jaques)		
Learning to Teach in Higher Education (Ramsden)	13	25%
Leaving college: Rethinking the causes and cures of student attrition (Tinto)		
Lecturing at University (Murphy)		
Literacy in the New Media Age (Kress)		
Managing your Academic Career (Sadler)		
Memory Narrative Identity (King)		
Multiple Intelligences (Gardiner)		
OL Daily (Downes)		
Present Past (Terdiman)		
Realizing the University in an Age of Supercomplexity (Barnett)		
Relevance Theory (Sperber & Wilson)		
Rethinking Assessment in Higher Education (Boud & Falkichov)		
Rethinking University Teaching (Laurillard)	2	4%
Scholarship of Teaching Work (Kreber, Healey & Trigwell)		
Situated Learning: Legitimate Peripheral Participation (Lave & Wenger)		
Student Assessment Handbook (Dunn <i>et al.</i>)		
Teaching for Quality Learning at University (Biggs)	17	33%
Teaching Tips (McKeachie)	2	4%
The Experience of Learning: Implications for Teaching and Studying in Higher Education (Marton, Hounsell & Entwistle)		
The Foundations of Social Research (Crotty)		
The Lecturer's Toolkit (Race & Brown)		
The Scholarship of Academic Development (Eggs & Macdonald)		
The Student Assessment Handbook (Dunne <i>et al.</i>)		
The University in Ruins (Readings)		
The University of Learning (Bowden & Marton)		
Understanding and Facilitating Adult Learning (Brookfield)		
Understanding University Teaching (Prosser & Trigwell)		
Work Based Learning (Boud & Solomon)		
Journals		
Active Learning in Higher Education		
Adults Learning Mathematics		
Assessment and Evaluation in Higher Education	6	12%
Association for Learning Technology Journal	2	4%
Australasian Journal of Educational Technology	11	21%
Australian Educational Researcher		
British Educational Research Journal	2	4%
British Journal of Educational Technology	2	4%
British Journal of the Sociology of Education		
Campus Review		
Distance Education	3	6%

Publication	Number of respondents	Percentage
Journals <i>continued</i>		
EduCause		
Evaluation		
Evaluation Journal of Australasia		
Higher Education Research and Development	18	35%
ICAD		
Innovate Online – Journal of Online Education		
International Journal for Academic Development	8	15%
International Journal of Educational Integrity		
International Journal of Intercultural Relations		
International Journal of Mathematical Education in Science and Technology		
International Journal of Science Education	2	4%
International Journal of Teaching and Learning in Higher Education		
Journal Educational Multimedia and Hypermedia		
Journal of Asynchronous Learning Networks		
Journal of Higher Education Policy and Management		
Journal of Interactive Learning Research		
Journal of Studies in International Education		
Journal of Workplace Learning		
Mathematics Education Research Journal		
Online Journal of Learning Design		
Quality in Higher Education		
Studies in the Education of Adults		
Studies in Higher Education	7	13%
Teaching in Higher Education	5	10%
The Australian Educational Researcher		
Journal Articles and Reports		
Barnett, R. (2004). Learning for an unknown future. Higher Education Research and Development, 23 (3), 247–260		
Barrie, S., Ginns, P. & Prosser, M. (2005). Early impact and outcomes of an institutionally aligned, student focused learning perspective on teaching quality assurance. Assessment & Evaluation in Higher Education, 30 (6), 641–656		
Elton, L (2000) Turning Academics into Teachers. A discourse on love; Teaching in HE April		
Huijser, H (2005). Are Scanning Minds Dangerous Minds, or Merely Suspicious Minds? Harnessing the Net Generation's Ability to Scan. M/C Journal. 8 (4)		
Huijser, H. (2006). Refocusing Multiliteracies for the Net Generation. International Journal of Pedagogies and Learning. 2 (1), pp. 21–33		
Knight, P. (2006). Quality Enhancement and Educational Professional Development. Quality in Higher Education, 12 (1), 29–40		
Leggett, M. and Bunker, A. (2006). Teaching portfolios and university culture. Journal of Further and Higher Education, 30 (3), 269–282		
McWilliam, E. (2002). Against Professional Development. Educational Philosophy and Theory, 34 (3), 189–299		
Neumann, R. (2000). Communicating Student Evaluation of Teaching Results: Rating Interpretation Guides (RIGs). Assessment & Evaluation in Higher Education, 25 (2), 121–134		

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Publication	Number of respondents	Percentage
Journal Articles and Reports <i>continued</i>		
Nixon, J. (2004). Education for the Good Society: the integrity of academic practice. London Review of Education, 2 (3), 245–252		
Scott, G. (2006). Accessing the Student Voice – Using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education. Barton, Australian Capital Territory: Department of Education, Science and Training		
Yorke, M. (2003) Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. Higher Education, 45, 477–501		
Other		
HERDSA Journals	5	10%
New direction in teaching and learning journals		
EdNA (RSS feeds)		
A range of journal articles, sought as required		
Asclite conference proceedings		
Anything by Phil Race and Sally Brown		
Bloom's Taxonomy		
ELT framework		
Gilly Salmon's books (emoderation & etivities)		
HEA site		
ICED and Herdsa conference proceedings		
JISC ePedagogy strand site a lot	2	4%
Lots of Lee Shulman Stuff		
My research for articles is random. I search for specific topics.		
Organisational Learning		
Philosophy of Education		
Relevant ALTC publications		
Threshold concepts and some of the good cog. psych. work		
Various research methods and evaluations texts		
Various higher education journals		
WIRED		
Work of Stephen Brookfield		
Race and Brown		
Knight		
Murray and Male 2005		
Huijser, H. (2008: In Press). Designing Learning Objects for Generic Web Sites. In L. Lockyer, S. Bennett, S. Agostinho & B. Harper (Eds.). Handbook of Research on Learning Design and Learning Objects: Issues, Applications and Technologies. IGI.		
Huijser, H., & Kimmins, L. (2006). Developing a Peer-Assisted Learning Community through MSN Messenger: A Pilot Program of PALS Online. Learning on the Move Proceedings of the OLT 2006 Conference (pp. 49–56). Brisbane: Teaching and Learning Support Services, Queensland University of Technology, 26 September 2006		
Huijser, H., & Kimmins, L. (2005). PALS Online and Community Building: A Contradiction in Terms? In H. Goss (Ed.), Balance, fidelity, mobility: Maintaining the Momentum? Proceedings of the 22nd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education (pp. 289–293). Brisbane: Teaching and Learning Support Services, Queensland University of Technology, 4–7 December 2005.		

From the variety of books and journals used to inform work, some key texts and journals are:

- Ramsden
- Biggs
- AJET
- HERD
- IJAD

Academic developers and portfolios

Respondents were asked whether they maintain a portfolio of evidence of their work. Sixty-four respondents answered this question, with 44 (69%) responding yes, and the remaining 20 (31%) answering no.

For those that answered that they did maintain a portfolio of their work, over half (24 respondents) wrote some more about this. Nine respondents wrote about how they had a portfolio, but it wasn't well-maintained or structured. A comment provided by one of the participants was ". . . badly organised and needs to be better structure, rather than being a pile of paper!" The remaining respondents spoke about how they maintained a portfolio or what they included in it. They also spoke of what sort of portfolio it was – such as an electronic portfolio, a paper-based portfolio etc. For example a couple of the comments made were "I keep a comprehensive website linked from my university profile" and "Personal web pages which list current activities, publications, etc."

For those that answered that they did not maintain a portfolio, just under half (9 respondents) wrote some more about their answer. Six of the responses alluded to keeping some sort of informal portfolio, for example "A very casual portfolio of evidence (a box of stuff) has been collected." The remainder spoke about the portfolio as being something that is yet to be done or difficult to do, for example "Never gotten around to it – much of what I do is hard to document with evidence". Overall, although not everyone had a formal portfolio, most respondents mentioned that they had some evidence of their work which they could draw upon if necessary.

Services provided by academic developers and their perceived importance

Respondents were asked to rate a number of services on the amount they engaged in them and also to rate the service on its perceived importance for the respondent. The extent engaged in the service was measured on a 5-point scale, where respondents could choose from the options of "to a great extent", "to a moderate extent", "to a slight extent", "not at all", and "not sure".

The perceived importance of the service was also measured on a 5-point scale, where respondents could choose from the options of "very important", "moderately important", "slightly important", "not important", and "not sure".

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Institutional planning and policy development

Extent engaged in institutional planning and policy development:

Table 11 shows:

- ▶ most academic developers were involved in some extent across each of the areas of planning and policy development
- ▶ over one-fifth however were not engaged in policy monitoring and reviewing at all
- ▶ all were involved in implementing university strategic directions
- ▶ providing leadership and assisting in planning and policy development were the next highest percentages for engaged to a great extent/moderate extent

Table 11: Extent engaged in institutional planning and policy development (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

Answer options	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Engage in planning and policy development	11 (18%)	22 (37%)	18 (30%)	9 (15%)	0
Assist in planning and policy development	23 (38%)	20 (33%)	13 (22%)	3 (5%)	1 (2%)
Engage in policy monitoring and review	6 (10%)	15 (25%)	25 (42%)	13 (22%)	1 (2%)
Participate in university-wide committees and working parties	15 (25%)	19 (32%)	17 (28%)	8 (13%)	1 (2%)
Implement university strategic directions	19 (32%)	27 (45%)	12 (20%)	0	2 (3%)
Provide leadership for learning and teaching in higher education with the institution	20 (33%)	23 (38%)	15 (25%)	2 (3%)	0
Engage in the development of institutional systems and processes	7 (12%)	24 (40%)	22 (37%)	5 (8%)	2 (3%)

Perceived importance of institutional planning and policy development:

Table 12 shows:

- ▶ Activities rated as very important were providing leadership, implementing university strategic directions, assisting in planning and policy, and engaging in planning and policy development.
- ▶ When combining percentages of very important and moderately important, engaging in planning and policy development, providing leadership, and implementing university strategic directions were rated highest in importance.

Table 12: Perceived importance of institutional planning and policy development (n = 60)

Rounding has resulted in the total percentage of some rows adding to 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Engage in planning and policy development	36 (60%)	18 (30%)	5 (8%)	1 (2%)	0
Assist in planning and policy development	37 (62%)	13 (22%)	9 (15%)	0	1 (2%)
Engage in policy monitoring and review	25 (42%)	18 (30%)	11 (18%)	5 (8%)	1 (2%)
Participate in university-wide committees and working parties	34 (57%)	16 (27%)	8 (13%)	2 (3%)	0
Implement university strategic directions	37 (62%)	16 (27%)	6 (10%)	0	1 (2%)
Provide leadership for learning and teaching in higher education with the institution	44 (73%)	10 (17%)	5 (8%)	0	1 (2%)
Engage in the development of institutional systems and processes*	21 (36%)	24 (41%)	11 (19%)	1 (2%)	2 (3%)

* n = 59

Five respondents provided other planning and policy development activities. Two of these did not actually mention what the activities were or their answer was not informative. The remaining three mentioned faculty based T & L committees, working parties, professional development, response to external awards, quality assurance of teaching and learning.

Professional development of academic staff

Extent engaged in professional development of Academic Staff:

Table 13 shows:

- Main area of engagement is in providing staff/professional development relating to learning and teaching in higher education, and provide advice to individual staff members on L & T practices in HE.
- Less than half provide postgraduate courses in learning and teaching

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Table 13: Extent engaged in professional development of academic staff (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

Answer options	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Provide staff/professional development relating to learning and teaching in higher ed (workshops, seminars, forums etc)	29 (48%)	25 (42%)	6 (10%)	0	0
Provide advice to individual staff members on learning and teaching practices in higher education	24 (40%)	25 (42%)	10 (17%)	1 (2%)	0
Provide new staff induction programme*	16 (27%)	12 (20%)	17 (29%)	14 (24%)	0
Provide foundations in teaching courses for new academics*	23 (39%)	13 (22%)	9 (15%)	14 (24%)	0
Provide p.d to sessional staff*	15 (25%)	17 (29%)	23 (39%)	4 (7%)	0
Provide p.d for postgraduates who have teaching duties*	7 (12%)	14 (24%)	18 (31%)	16 (27%)	4 (7%)
Provide postgraduate courses in learning and teaching in higher ed e.g. Grad Cert, Grad Dip, Masters*	16 (27%)	7 (12%)	4 (7%)	32 (54%)	0
Provide training in the use of ICT*	5 (8%)	15 (25%)	20 (34%)	19 (32%)	0

* n=59

Perceived importance of professional development of academic staff:

Table 14 shows:

- First five comments on professional development of academic staff are most important to AD's

Table 14: Perceived importance of professional development of academic staff (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Provide staff/professional development relating to learning and teaching in higher ed (workshops, seminars, forums etc)	45 (75%)	11 (18%)	4 (7%)	0	0
Provide advice to individual staff members on learning and teaching practices in higher education	40 (67%)	14 (23%)	6 (10%)	0	0
Provide new staff induction programme	38 (63%)	9 (15%)	8 (13%)	4 (7%)	1 (2%)
Provide foundations in teaching courses for new academics	43 (72%)	8 (13%)	5 (8%)	2 (3%)	2 (3%)
Provide p.d. to sessional staff	42 (70%)	11 (18%)	4 (7%)	2 (3%)	1 (2%)
Provide p.d. for postgraduates who have teaching duties	34 (57%)	9 (15%)	10 (17%)	3 (5%)	4 (7%)
Provide postgraduate courses in learning and teaching in higher ed e.g. Grad Cert, Grad Dip, Masters	34 (57%)	10 (17%)	6 (10%)	7 (12%)	3 (5%)
Provide training in the use of ICT	18 (30%)	16 (27%)	13 (22%)	11 (18%)	2 (3%)

Extent engaged in quality assurance activities:

Table 15 shows:

- Over two fifths of respondents do not engage in preparing the institution or departments for AUQA audits
- Over half assist in policy implementation to a great or moderate extent
- Four-fifths of respondents are engaged in implementing internal quality assurance processes to either a great, moderate or slight extent

Table 15: Extent engaged in quality assurance activities (n=60)

Rounding has resulted in the total percentage of one row adding to 99%.

	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Implement internal quality assurance processes	6 (10%)	14 (23%)	28 (47%)	9 (15%)	3 (5%)
Assist in policy implementation	6 (10%)	27 (45%)	22 (37%)	4 (7%)	1 (2%)
Prepare institution/departments for AUQA audits	0	10 (17%)	20 (33%)	26 (43%)	4 (7%)
Administer summative systems for student feedback of teaching and units (subjects)	8 (13%)	1 (2%)	12 (20%)	37 (62%)	2 (3%)
Provide support for staff members who have been identified as experiencing difficulties with their teaching and/or curriculum	8 (13%)	11 (18%)	28 (47%)	12 (20%)	1 (2%)

Perceived importance of quality assurance activities:

Table 16 shows:

- Preparing institutions for AUQA audits was rated by 17% of participants as not being important.
- Just over one-fifth of academic developers who responded to this question rating it as not all important. Administering summative systems for student feedback of teaching was not rated as highly as most quality related activities
- Almost four-fifths felt providing support for staff members identified as having problems with teaching or curriculum is very important or moderately important.
- Three quarters of respondents rated assisting in policy implementation as very or moderately important.

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Table 16: Perceived importance of quality assurance activities (n=60)

Rounding has resulted in the total percentage of one row adding to 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Implement internal quality assurance processes	18 (30%)	21 (35%)	16 (27%)	2 (3%)	3 (5%)
Assist in policy implementation	23 (38%)	22 (37%)	12 (20%)	1 (2%)	2 (3%)
Prepare institution/departments for AUQA audits	10 (17%)	18 (30%)	16 (27%)	10 (17%)	6 (10%)
Administer summative systems for student feedback of teaching and units (subjects)	17 (28%)	15 (25%)	10 (17%)	13 (22%)	5 (8%)
Provide support for staff members who have been identified as experiencing difficulties with their teaching and/or curriculum	33 (55%)	14 (23%)	9 (15%)	3 (5%)	1 (2%)

Extent engaged in evaluation and review activities:

Table 17 shows:

- ▮ Just over half of the respondents assist with course/unit reviews to a great or moderate extent
- ▮ More than half engage in peer observation of teaching to some extent but one-third don't provide peer observation and review of teaching at all
- ▮ Over half don't coordinate peer review of flexible learning at all
- ▮ Two-thirds don't administer formative systems for student feedback of teaching and units at all

Table 17: Extent engaged in evaluation and review activities (n=60)

Rounding has resulted in the total percentage of some rows adding to 101%.

	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Assist with course (program) and/or unit (subject) reviews	7 (12%)	24 (40%)	21 (35%)	7 (12%)	1 (2%)
Provide peer observation and review of teaching	5 (8%)	13 (22%)	22 (37%)	20 (33%)	0
Coordinate peer review of flexible learning materials	1 (2%)	9 (15%)	13 (22%)	33 (55%)	4 (7%)
Administer formative systems for student feedback of teaching and units (subjects)	4 (7%)	7 (12%)	8 (13%)	40 (67%)	1 (2%)
Advice on evaluation models and processes for individual projects	8 (13%)	13 (22%)	22 (37%)	14 (23%)	3 (5%)

Perceived importance of evaluation and review activities:

Table 18 shows:

- Four-fifths of respondents rate assisting with course or unit reviews as very important or moderately important
- Three quarters of respondents perceive providing peer observation and review of class as being very or moderately important
- Just over three quarters believe that providing advice on evaluation models and processes for individual projects is very or moderately important
- Just over half believe that coordinating peer review of flexible learning materials is very important or moderately important
- Quite high perceived importance compared to extent engaged in these activities as seen in Table 12

Table 18: Perceived importance of evaluation and review activities (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Assist with course (program) and/or unit (subject) reviews	37 (62%)	14 (23%)	8 (13%)	1 (2%)	0
Provide peer observation and review of teaching	30 (50%)	15 (25%)	13 (22%)	2 (3%)	0
Coordinate peer review of flexible learning materials	17 (28%)	16 (27%)	16 (27%)	7 (12%)	4 (7%)
Administer formative systems for student feedback of teaching and units (subjects)	18 (30%)	15 (25%)	7 (12%)	14 (23%)	6 (10%)
Advice on evaluation models and processes for individual projects	23 (38%)	23 (38%)	5 (8%)	7 (12%)	2 (3%)

Extent engaged in activities to support reward and recognition of staff:

Table 19 shows:

- Academic developer involvement in support of reward and recognition of university staff is modest
- A little over three quarters of respondents provided some level of support for internal professional learning networks/learning sets
- Two-thirds were engaged to some level in advice on teaching portfolios
- Half of the respondents don't administer teaching excellence awards/prizes at all
- Two-thirds of respondents aren't engaged in the appointment of teaching fellows, teaching and learning advisors/coordinators at all
- Approximately two-thirds aren't engaged in the administration of teaching and learning grant at all
- Four tenths are not involved in development and support of staff mentoring schemes or writing references for staff applying for awards/promotions

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Table 19: Extent engaged in activities to support reward and recognition of staff (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

Answer options	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Administer teaching excellence award/prize	13 (22%)	5 (8%)	10 (17%)	30 (50%)	2 (3%)
Appointment of Teaching Fellows, Teaching and Learning Advisers/ Co-ordinators	4 (7%)	6 (10%)	7 (12%)	40 (67%)	3 (5%)
Administration of Teaching and Learning Grant Scheme	9 (15%)	4 (7%)	5 (8%)	39 (65%)	3 (5%)
Advice and support for award/grant/ promotion applications	16 (27%)	10 (17%)	15 (25%)	18 (30%)	1 (2%)
Advice on teaching portfolios	11 (18%)	12 (20%)	18 (30%)	19 (32%)	0
Support for internal professional learning networks/learning sets*	7 (12%)	18 (30%)	21 (35%)	10 (17%)	3 (5%)
Development and support for staff mentoring schemes	0	9 (15%)	23 (38%)	26 (43%)	2 (3%)
Write references for staff applying for awards/promotions	3 (5%)	5 (8%)	25 (42%)	24 (40%)	3 (5%)

* n=59

Perceived importance in activities to support reward and recognition of staff

Table 20 shows:

- ▶ Almost three-quarters believed that support for internal professional learning networks/learning sets and advice on teaching portfolios is very important or moderately important.
- ▶ Over three-fifths believe that development and support for staff mentoring schemes is very important or moderately important
- ▶ Two-thirds believe that advice and support for award/grant/promotion applications is very important or moderately important
- ▶ Three tenths of respondents, however, see administering teaching excellence awards/prizes and writing references for staff applying for awards/promotions as not being important at all

Table 20: Perceived importance in activities to support reward and recognition of staff (n=60)

Rounding has resulted in the total percentage of some rows adding to 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Administer teaching excellence award/prize	13 (22%)	16 (27%)	12 (20%)	18 (30%)	1 (2%)
Appointment of Teaching Fellows, Teaching and Learning Advisers/ Co-ordinators	15 (25%)	16 (27%)	8 (13%)	17 (28%)	4 (7%)
Administration of Teaching and Learning Grant Scheme	15 (25%)	14 (23%)	8 (13%)	19 (32%)	4 (7%)
Advice and support for award/grant/ promotion applications	21 (35%)	19 (32%)	14 (23%)	3 (5%)	3 (5%)
Advice on teaching portfolios	22 (36%)	22 (36%)	11 (19%)	4 (7%)	1 (2%)
Support for internal professional learning networks/learning sets	28 (47%)	16 (27%)	9 (15%)	3 (5%)	4 (7%)
Development and support for staff mentoring schemes*	18 (31%)	19 (32%)	13 (22%)	6 (10%)	3 (5%)
Write references for staff applying for awards/promotions*	7 (12%)	14 (24%)	16 (27%)	18 (31%)	4 (7%)

* n=59

Extent engaged in activities designed to support research and scholarship related to teaching and learning

Table 21 shows:

- Over two-thirds of respondents are engaged in promoting research in learning and teaching in higher education, or engaged in research in learning and teaching in higher education to a great or moderate extent.
- Four fifths are engaged to a great or moderate extent in promoting scholarship of teaching and learning.

Table 21: Extent engaged in activities designed to support research and scholarship related to teaching and learning (n=60)

Rounding has resulted in the total percentage of some rows adding to 101%.

Answer options	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Promote research in learning and teaching in higher education	16 (27%)	25 (42%)	16 (27%)	2 (3%)	1 (2%)
Promote scholarship of teaching and learning	20 (33%)	28 (47%)	11 (18%)	0	1 (2%)
Engage in research in learning and teaching in higher education	19 (32%)	22 (37%)	14 (23%)	4 (7%)	1 (2%)

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Perceived importance of activities designed to support research and scholarship related to teaching and learning

Table 22 shows:

- Nine-tenths of respondents or greater perceive all of the listed activities as very or moderately important.

Table 22: Perceived importance of activities designed to support research and scholarship related to teaching and learning (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Promote research in learning and teaching in higher education	38 (63%)	16 (27%)	4 (7%)	2 (3%)	0
Promote scholarship of teaching and learning	43 (72%)	13 (22%)	4 (7%)	0	0
Engage in research in learning and teaching in higher education	44 (73%)	12 (20%)	2 (3%)	0	2 (3%)

Extent engaged in activities designed to support curriculum development

Table 23 shows:

- Almost half don't project manage curriculum development projects at all
- Two thirds assist in development and design of new courses to a moderate or slight extent
- Three tenths aren't involved in developing and designing curriculum in existing courses at all
- One quarter not involved in mapping and embedding graduate attributes/generic skills across curricula at all

Table 23: Extent engaged in activities designed to support curriculum development (n=60)

Rounding has resulted in the total percentage of some rows adding to 101%.

	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Assist in development and design of new courses	10 (17%)	21 (35%)	20 (33%)	8 (13%)	1 (2%)
Project manage curriculum development projects	7 (12%)	5 (8%)	16 (27%)	29 (48%)	3 (5%)
Develop and design curriculum in existing courses (programs) and units (subjects)	9 (15%)	19 (32%)	13 (22%)	18 (30%)	1 (2%)
Map and embed graduate attributes/generic skills across curricula	11 (18%)	14 (23%)	18 (30%)	15 (25%)	2 (3%)

Perceived importance of activities designed to support curriculum development

Table 24 shows:

- ▶ Close to nine-tenths perceive assisting in development and design of new course as very or moderately important
- ▶ Half perceive project management of curriculum development projects very important or moderately important
- ▶ Over two-thirds see development and design of curriculum in existing courses as very or moderately important
- ▶ Almost three-quarters see mapping and embedding curricula as very important or moderately important

Table 24: Perceived importance of activities designed to support curriculum development (n = 60)

	Very important	Moderately important	Slightly important	Not important	Not sure
Assist in development and design of new courses	36 (60%)	17 (28%)	4 (7%)	3 (5%)	0
Project manage curriculum development projects	20 (33%)	10 (17%)	18 (30%)	10 (17%)	2 (3%)
Develop and design curriculum in existing courses (programs) and units (subjects)	26 (43%)	17 (28%)	6 (10%)	10 (17%)	1 (2%)
Map and embed graduate attributes/ generic skills across curricula	29 (48%)	15 (25%)	10 (17%)	5 (8%)	1 (2%)

Extent engaged in activities related to the design and/or provision of learning materials and resources

Table 25 shows:

- ▶ Almost three fifths don't produce learning materials for print or provide AV and other multimedia tech support services at all
- ▶ One third don't design online learning material at all
- ▶ One third don't advise on design or quality of teaching spaces and equipment at all
- ▶ Two fifths don't produce online learning materials

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Table 25: Extent engaged in activities related to the design and/or provision of learning materials and resources (n=59)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Design learning materials for print	5 (8%)	13 (22%)	14 (24%)	26 (44%)	1 (2%)
Produce learning materials for print	5 (8%)	7 (12%)	12 (20%)	35 (59%)	0
Design online learning materials	11 (19%)	15 (25%)	12 (20%)	21 (36%)	0
Produce online learning materials	5 (8%)	14 (24%)	15 (25%)	25 (42%)	0
Provide audio-visual and other multimedia technical support services to academics	1 (2%)	6 (10%)	17 (29%)	34 (58%)	1 (2%)
Advise on design or quality of teaching spaces and equipment	3 (5%)	7 (12%)	11 (19%)	36 (61%)	2 (3%)

Perceived importance of activities related to the design and/or provision of learning materials and resources

Table 26 shows:

- Seen as more important than the extent they are allowed to be involved in. Main ones are in designing online learning material, and advising on design and quality of teaching spaces

Table 26: Perceived importance of activities related to the design and/or provision of learning materials and resources (n=59)

Rounding has resulted in the total percentage of one row adding to 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Design learning materials for print	11 (19%)	18 (31%)	13 (22%)	15 (25%)	2 (3%)
Produce learning materials for print	8 (14%)	14 (24%)	10 (17%)	23 (39%)	4 (7%)
Design online learning materials	20 (34%)	18 (31%)	6 (10%)	13 (22%)	2 (3%)
Produce online learning materials	10 (17%)	21 (36%)	6 (10%)	20 (34%)	2 (3%)
Provide audio-visual and other multimedia technical support services to academics	7 (12%)	11 (19%)	15 (25%)	24 (41%)	2 (3%)
Advise on design or quality of teaching spaces and equipment	17 (29%)	14 (24%)	12 (20%)	14 (24%)	2 (3%)

Extent engaged in activities related to the design and/or provision of professional development materials and resources:

Table 27 shows:

- Two thirds don't administer learning and teaching in higher education at all
- Almost two-thirds don't produce or contribute to good practice newsletter at all
- Mainly involved in other areas to a moderate or slight extent

Table 27: Extent engaged in activities related to the design and/or provision of professional development materials and resources (n=60)

Rounding has resulted in the total percentage of some rows adding to 101%.

	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Produce professional development resources in print	6 (10%)	19 (32%)	24 (40%)	11 (18%)	0
Produce/maintain good practice website	9 (15%)	18 (30%)	20 (33%)	13 (22%)	0
Produce/contribute to good practice newsletter	4 (7%)	10 (17%)	10 (17%)	35 (58%)	1 (2%)
Administer learning and teaching in higher education resource collection	1 (2%)	4 (7%)	10 (17%)	41 (68%)	4 (7%)

Perceived importance of activities related to the design and/or provision of professional development materials and resources

Table 28 shows:

- Three-quarters approx. see producing of professional development resources in print or producing/maintaining a good practice website as very or moderately important

Table 28: Perceived importance of activities related to the design and/or provision of professional development materials and resources (n=60)

Rounding has resulted in the total percentage of some rows adding to 99 or 101%.

	Very important	Moderately important	Slightly important	Not important	Not sure
Produce professional development resources in print	19 (32%)	25 (42%)	9 (15%)	6 (10%)	1 (2%)
Produce/maintain good practice website	29 (48%)	18 (30%)	8 (13%)	5 (8%)	0
Produce/contribute to good practice newsletter	11 (18%)	16 (27%)	23 (38%)	9 (15%)	1 (2%)
Administer learning and teaching in higher education resource collection	5 (8%)	16 (27%)	16 (27%)	15 (25%)	8 (13%)

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Extent engaged in student services activities

Table 29 shows:

- Student service isn't a strong area for academic developers to be involved in, with two-thirds to nine-tenths not being involved in any student service activities at all.

Table 29: Extent engaged in student services activities (n=60)

Rounding has resulted in the total percentage of one row adding 101%.

	To a great extent	To a moderate extent	To a slight extent	Not at all	Not sure
Provide study skills/learning development services	4 (7%)	3 (5%)	12 (20%)	41 (68%)	0
Provide English language services to students	1 (2%)	2 (3%)	4 (7%)	52 (87%)	1 (2%)
Provide services to students with disabilities, including dyslexia	2 (3%)	1 (2%)	3 (5%)	54 (90%)	0

Perceived importance of student service activities:

Table 30 shows:

- Two-fifths to half of the respondents felt that there was an element of importance in student service activities.

Table 30: Perceived importance of student service activities (n=60)

	Very important	Moderately important	Slightly important	Not important	Not sure
Provide study skills/learning development services	14 (23%)	8 (13%)	7 (12%)	29 (48%)	2 (3%)
Provide English language services to students*	10 (17%)	7 (12%)	7 (12%)	30 (51%)	5 (8%)
Provide services to students with disabilities, including dyslexia*	13 (22%)	4 (7%)	2 (3%)	34 (58%)	6 (10%)

* n=59

Past, present and future of Academic Development

Academic Development in the National Higher Education Environment

Respondents were asked to answer the question that “compared with five years ago, do you consider that the national higher education environment is more or less favourable towards academic development and its goals?” Table 31 shows the percentage of respondents who answered under each of the categories. The table demonstrates that three-fifths of respondents believe that the national higher education environment is either considerably or moderately more favourable to academic development and its goals than it was five years ago.

Table 31: Compared with five years ago, how favourable is the national higher education environment to academic development and its goals? (n=60)

	Response count	Response percent
Considerably more favourable	18	30%
Moderately more favourable	18	30%
No more nor less favourable	8	13%
Less favourable	9	15%
Don't know	7	12%

Academic Development in Respondents Institution

Respondents were then asked to answer how favourable their institution is to academic development and its goals in comparison to the last 5 years. Table 32 shows the percentage of respondents who answered under each of the categories. The results are similar to those in the national higher education environment, with just under three-fifths believing that their institution is considerably or moderately more favourable to academic development and goals than they were five years ago.

Table 32: Compared with five years ago, how favourable is your institution to academic development and its goals? (n=59)

	Response count	Response percent
Considerably more favourable	16	27%
Moderately more favourable	18	31%
No more nor less favourable	7	12%
Less favourable	9	15%
Don't know	9	15%

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Strongest Impact on Academic Development Work

Respondents were asked to respond against a list of areas, as to which had the strongest impact on their work over the last five years. Table 33 shows the percentage of respondents who answered under each of the categories. The table indicates that local, environmental and governmental factors have impacted on the work of academic developers. Institutional strategic priorities were seen to have a major or significant impact by nearly three quarters for respondents.

Teaching with new technologies was rated similarly. More than half of respondents indicated that the Learning and Teaching Performance Fund and the [Australian Learning and Teaching Council] had a major or significant impact on their work.

Table 33: Over the past five years, what has had the strongest impact on academic development work?

Answer options	Major impact	Significant impact	Average impact	Minor impact	No impact	n
Learning and Teaching Performance Fund	18 (31%)	18 (31%)	10 (17%)	6 (10%)	6 (10%)	58
[Australian Learning and Teaching Council]	22 (38%)	12 (21%)	10 (17%)	10 (17%)	4 (7%)	58
RQF	13 (23%)	7 (13%)	9 (16%)	17 (30%)	10 (18%)	56
Rewarding Teaching Excellence	5 (9%)	17 (29%)	18 (31%)	14 (24%)	4 (7%)	58
Remediating poor teaching	2 (3%)	11 (19%)	11 (19%)	24 (41%)	10 (17%)	58
Evaluation and review of teaching and curriculum	10 (18%)	17 (30%)	17 (30%)	9 (16%)	4 (7%)	57
Scholarship of teaching	7 (12%)	16 (28%)	18 (32%)	11 (19%)	5 (9%)	57
Flexible learning/teaching with new technologies	24 (42%)	18 (32%)	10 (18%)	4 (7%)	1 (2%)	57
Academic professional development (both entry and continuing)	12 (21%)	25 (43%)	18 (31%)	3 (5%)	0	58
Graduate attributes/Curriculum development	12 (21%)	21 (37%)	14 (25%)	9 (16%)	1 (2%)	57
Professional/teaching portfolios	4 (7%)	12 (21%)	14 (25%)	18 (32%)	9 (16%)	57
Institutional strategic priorities	27 (47%)	15 (26%)	11 (19%)	4 (7%)	0	57
Immediate institutional issues, concerns, or problems	26 (45%)	16 (28%)	13 (22%)	3 (5%)	0	58
Your unit's strategic plan	15 (27%)	17 (30%)	14 (25%)	6 (11%)	4 (7%)	56
Sessional staff development	6 (11%)	7 (13%)	16 (29%)	17 (30%)	10 (18%)	56
Project management	8 (14%)	9 (16%)	14 (25%)	13 (23%)	12 (21%)	56

Challenges and difficulties faced

Respondents were asked to list the significant challenges or difficulties that they faced. Responses have been grouped around themes.

Capacity to meet demands

Many comments related to high workloads of academic development staff and the limited resources available to meet responsibilities and expectations. Amongst other things this was seen to limit the possibility for engaging in research.

Competing agendas

Many comments indicated a tension between responding to strategic priorities established by senior university management and being guided by pedagogical concerns with which academic developers identified. Management concerns included responding to national initiatives such as the Learning and Teaching Performance Fund and the programs of the Australian Learning and Teaching Council. Some concern expressed that demands on academic development related to response to immediate issues rather than being related to a long term strategy.

Organisational issues

Organisational change issues were mentioned frequently. The dominant issue here was the destabilising effects of frequent restructure – sometimes associated with changes in senior university staff.

Other organisational issues mentioned included:

- ▶ Establishing an effective central and devolved network of academic development services
- ▶ Whether academic developers should be appointed as general staff or academic staff

Undervaluing of teaching

Concerns were expressed that the university environment in which academic development takes place undervalues teaching relative to research.

Technology and change

Staying abreast of technological developments was identified as a challenge by several respondents.

Supporting casual staff

A particular challenge mentioned is the support of casual academic staff.

Survey Reports

Emerging issues

Respondents were asked 'what are the emerging issues that will confront academic development in Australia in the next 5 years?' Responses have been grouped around themes.

Age profile of academics

The aging of the academic workforce and, in particular of the academic development workforce, was mentioned frequently, for the most part in negative terms; for example with references to a loss of collective wisdom and shortages of experienced personnel. Only one person referred to 'Renewing the profession – new younger members with new ideas.'

Changing student population

On the other hand respondents noted change in the nature of and expectations of students entering higher education. Further diversity in the student population was predicted. Demands for greater flexibility in the provision of education were anticipated. In this context some mention was made of an increasing role for informal learning. Expansion in the number of students was mentioned only once.

Internationalisation

Internationalisation was mentioned with some expectation of greater numbers of international students and a concern about providing all students with the capacity to operate in an international environment.

Use of technology in learning and teaching

Frequent reference was made to the increasing role of technology and related flexibility in the arrangements for provision of higher education. Blended learning was expected to become the norm. Associated with this were concerns about educationally effective use of technology indicating a need for investigation and evaluation.

Casualisation of the academic workforce

Further casualisation of the academic workforce was anticipated with associated challenges for the development of these academics as teachers.

Relative valuing of research and teaching

Many respondents anticipated that the valuing of research over teaching in universities would continue and perhaps be exacerbated by government arrangements for funding research – in expectation of the introduction of the Research Quality Framework (RQF).

Organisational arrangements for academic development

Characteristics of the organisational environment in which academic development is provided that received frequent mention were institutional responses to national initiatives – such as the Learning and Teaching Performance Fund, Australian Learning and Teaching Council, and Australian Universities Quality Agency – resource constraints and organisational change. Effects were seen to be likely to include high workloads for academics and for academic developers – leading to remedial rather than developmental activity – and a focus on accountability and ‘performativity’. Effects included an expectation that academic developers would hold Ph.D. qualifications. The environment was seen by some to limit opportunities for scholarship of teaching and detract from student-centred approaches to learning and teaching.

Orientation to business

Other forces seen as driving approaches to academic development included demands of business and employers.

Models of academic development

Debate about models of best practice for academic development was expected to continue and to include the issues of centralised versus decentralised approaches and discipline specific approaches to academic development versus development across disciplines.

Survey Reports

Overview of roles and responsibilities of academic development units in Australia

Data collected from CADAD members November 2006

Compiled by Sharon Parry (Southern Cross University) and Yoni Ryan (University of Canberra)

Table 34: Roles and responsibilities of academic development units in Australia

Institution							
1	2	3	4	5	6	7	8
'Design, development and delivery of quality flexible learning resources': 'end of centrally prepared print materials'	Systems focussed	Programs, especially flexible modes and foundations of T + GCHE	Professional Certificate in Teaching Practice (Foundations) + GC T & L in HE	Professional development	Curriculum development	'Implement Strategic' organisational change	Course development and delivery
	QA emphasis			Student support	Internal teaching awards		Graduate attributes
	Workshops	Evaluation	Professional Development	Assessment focus	Evaluation	'Quality of working life': workshops and resources	DE focus, especially online
Professional Development to align with strategic goals of uni: Research and Policy Development	Commercial revenue to increase	Curriculum design	Policy	First year Experience project	Foundations of teaching	Postgraduate students	Quality assurance
		Research	Research	Introduction of GCHE in 2007	Policy advice	Induction	
		Graduate attributes	Quality	Flexible delivery	Research	Foundations of teaching colloquium	
Preparing students		Assessment	Education media	Education media development	Newsletter 'And Gladly Teche'	Staff development awards	
Developing Blackboard		Core role in LTPF process	VC + Carrick awards		Carrick grant applications workshops		
		Carrick grants and citations	Graduate attributes		Sessional staff		
Distribution / central point for Carrick information		Policy development	Academic workloads		Induction program (all staff)		
			TAFE / HE Pathways		Performance management process		
Dissemination of L & T policies and protocols			Education facilities in classrooms		Remit for general staff development		
E-folio project			Blackboard and Lectopia				
Learning content management system contribution			Academic skills for students				
Course/unit design							

Table 34: Roles and responsibilities of academic development units in Australia *continued*

Institution						
9	10	11	12	13	14	15
Provide leadership and strategic input and advice	Workshops	VLE (Sakai) introduction	Research	Website T & L resources	T-R Nexus	GCHE
	WebCT training with ITS	SEQ analysis and response	Evaluation	Cert IV Training and Assessment	Graduate Attributes	Policy
Support students	Sessional staff		Policy		Policy	Research
Prepare staff	GCHE	First year Experience	GCHE	Graduate Diploma IET	Resource on Good Practice in L & T	Workshops
Research	Classroom facilities	Carrick awards and grants		Carrick grants/ awards		Sessional staff
Increase performance in LTPF (with CHEQ, quality unit)	Policy re probation, promotion and teaching	L & T Conference		Indigenous education	Strong international L & T links	Foundations of teaching program
Increase Carrick awards and grants	Evaluation	Education media development			Curriculum mapping	Evaluation
GCHE	New university teaching award system	Initiate L & T leadership program			First year Experience	Carrick and VC teaching awards, grants, dissemination
HDR student focus	Teaching development grants	Graduate attributes			Foundations program (with other units)	Involved directly in four Carrick grants
	Support for Carrick awards	Curriculum development			Learning Spaces Design	Regional linkages
	Graduate attributes				Teaching portfolios	Resources for T & L
	Academic skills				Academic probation/ promotion policy	Sit on university and faculty Education Committees
	First year Experience				Uni, faculty teaching awards	
	L & T Showcase				Dissemination of Carrick information and workshops	
	Research				Sessional staff	
					Workshops	
					LTPF resources	
					Applications for Carrick grants	

Survey Reports

Titles of Academic Staff Developer or equivalent as at 26 September 2008

Compiled by Deborah Southwell (Queensland University of Technology)

Table 35: Titles of Academic Staff Developer or equivalent

Institution	Title
Australian Catholic University	Academic Staff Developers
Charles Darwin University	educational developers
Flinders University	lecturer, academic development
James Cook University	Academic Development Adviser (preference by Director for 'Learning and Teaching Adviser', or 'Learning and Teaching Developer')
Queensland University of Technology	Learning and Teaching Consultant
Southern Cross University	Academic developers, Curriculum developers, Academic and curriculum developers
Swinburne University of Technology	Academic Development Adviser (previously Educational Development Adviser)
The University of Newcastle	Coordinator, Teaching and learning support and development
The University of Queensland	Lecturers in Higher Education
The University of South Australia	Academic developer
The University of Technology, Sydney	Lecturer (Academic Development) or Lecturer (Academic Development – specialist area)
The University of the Sunshine Coast	Academic Development Officer transition medium term to Lecturer in Higher Education
The University of Western Sydney	'Lecturer in Higher Education' (often referred to as academic developers in conversation)
The University of Wollongong	'Educational Developer' is on their position description but we often use the word 'Academic Developer'
Victoria University	Educational Developer (ED)

Forum Reports

DAHEF Forum Report

Jenny Allen, Peter Ling

January 2008

Background

This report provides an overview of findings from:

The Development of Academics and Higher Education Futures Forum, Thursday 25–Friday 25 October, 2007

Forum resources including videos of sessions, PowerPoint slides, and notes of sessions are available at:
www.swinburne.edu.au/ads/dahef

The forum brought together for the first time a group of academic developers representing all universities in Australia and also included DVCs (Academic) and discipline-based academics, totalling approximately eighty participants. The primary purpose of the forum was a one-off input into the Council of Australian Directors of Academic Development's (CADAD), Australian Learning and Teaching Council scoping project: The Development of Academics and Higher Education Futures.

Program

The forum was structured into seven sessions which provided the opportunity for participants to address the themes of the project, engage in discussion and provide individual input:

Day One

Welcome and Introduction

Session One: Focus Groups

Session Two: Plenary

Session Three: Keynote address

The development of academics to meet the challenges of tomorrow, Professor Geoff Scott, PVC Quality, University of Western Sydney

Session Four: Expert-Facilitated Thematic Workshops

Day Two

Session Five: Learning and teaching evaluation and metrics

Denise Chalmers, Director (Awards, Fellowship, International Links) [of the then] Carrick Institute

Session Six: Expert-Facilitated Thematic Workshops

Session Seven: Plenary and Expert Panel. Panel members were asked to identify challenges in the next five years for the development of academics as teachers and possible responses to those challenges, as a context for the development of recommendations by the Forum.

Forum Reports

Welcome and Introduction

In his welcome address Professor Ian Young, Vice Chancellor Swinburne University of Technology, proposed that there were six challenges facing universities since the profile of learning and teaching had changed due to the role of the [then] Carrick Institute and the influence of the Australian Government's Learning and Teaching Performance Fund (LTPF):

1. The changing expectations of students
2. Delivery paradigms
3. Greater flexibility in the way teaching is delivered
4. The demand for instantaneous feedback
5. Change in Australia's demography
6. Addressing the needs of growing numbers of international students

Professor Young concluded by stating that staff need to be equipped for change, so as to approach and embrace the exciting possibilities and opportunities that the future will bring. He proposed that this change can be taken advantage of by the "development" of academic developers and academic staff.

Session One: Focus Groups

Session One provided the opportunity for participants to review the data from the 2007 CADAD survey of Directors of Academic Development in Australian Universities (Gosling, 2008) and to provide advice on four themes:

1. Current organisational arrangements for academic development
2. Strategies currently employed for the development of academics as teachers and their effectiveness in enhancing student learning experiences
3. The role of academic developers in the process
4. The roles of other contributors

When asked to identify the challenges facing academics and their institutions, in response to the four themes participants listed:

- Turbulent times
- Duplication of roles
- New relationships
- Academic appointments v generalist appointments
- Isolation from faculties
- Communication
- Awareness

- Policy development
- Disjunction between actual role and what is important
- Tension with generic v disciplines
- Agreed nomenclature
- Strategies to include 'top down', 'bottom up', 'middle out'
- University expectations and individual needs

The full results of this session are reported in Table 36.

Session Two: Plenary

Issues raised in plenary presentations and discussions:

Organisational structures

- Organisational structures vary and what is included in ADUs vary
- Faculty-based stand alone units exist
- Should there be a firm preferred structure
- Structure doesn't matter so much as establishing "relationships"
- Links need to be established between professional development (HR) and learning and teaching
- Role of the Graduate Certificates in Higher Education and the influence graduates have on their peers

Role of academic developers

- Need to be strategic in terms of being proactive rather than reactive
- Trojan horse approach or one small project
- Difference between senior personnel expectations of academic developers and what is the reality
- There is a discrepancy between what ADs see as a priority and what they actually do

Reward and recognition of teaching

- Reward and recognition, how are these linked? Reward and competition implies rejection and losing
- Concentration should be on recognizing improvement in teaching practice
- Concerns were expressed about the "experts" beyond the institution

Forum Reports

Session Three: Keynote address

Professor Geoff Scott's presentation *The development of academics to meet the challenges of tomorrow*.

The key issues highlighted were:

- Change is the future
- Change is a learning or unlearning process
- Change is a result of global influences and issues specific to Higher Education
- Leading versus managing change
- Engaging staff with change

Session Four: Expert-facilitated thematic workshops

In Session Four each group undertook a workshop which was facilitated by an expert in learning and teaching. Each group was asked to respond to a particular theme:

- Organising for development if academics as teachers
- Working with new technology
- Working in a global context
- Supporting and sustaining academic development

Key challenges highlighted were:

- Working in a global context
- Different cultural understandings of teaching
- Fortress mentality
- Benefits of diversity

The full results of this session are reported in Table 37.

Session Five: Learning and teaching evaluation and metrics

Denise Chalmers discussed a report on the study of indicators and outcomes in use at the national and international levels on the quality of learning and teaching in Higher Education.

Key findings include:

Trends evident in higher education

- Higher education seen as an economic commodity
- Global trend to develop and use performance indicators at the national/sector level
- Identifying 'direct measures', particularly of student learning.
- Performance funding based on measures and indicators.
- Benchmarking at the national/regional and university level
- Emphasis on quality auditing and accreditation within countries and regional groupings
- Varying trends in assigning greater/lesser autonomy and independence to higher education institutions
- Concerns about the impact of national/sector performance indicators on the autonomy and diversity of institutions

Indicators of a positive learning experience

- Institutional climate and systems
- Diversity and inclusivity
- Assessment
- Engagement and learning community

Proposed that each dimension and indicator be broken down by level with indicators and measures for each

- Institution level
- Faculty level
- Department/Program level
- Teacher level

Forum Reports

Session Six: Expert-facilitated thematic workshops

Session Six participants grouped into three groups to consider and recommend further action:

- Options in organising for academic development in a changing environment
- Strategies for the development of academics and teachers
- Indicators of success in development of academics as teachers

Approaches for improvement

- Strategic plans and leadership
- Academic developers to have visibility and a 'voice'
- Community engagement and the establishment of links between central units and faculties
- Supporting AND NOT enforcing the development of academic staff
- Institutional architecture needs to accommodate individual needs vs central needs
- Input into performance reviews with respect to learning and teaching

Strategies for the development of academics and teachers

- Student centred learning perspective
- Development of desirable teaching characteristics
- Relevant teaching experience and qualities
- Curriculum development informed by relevant research and pedagogical practices
- Value teaching and teachers – recognizing/rewarding graduate teachers
- Require relevant teaching experience, grads. Quals and development
- Promote Teaching and Research nexus
- Promote scholarship of teaching and emphasise the connection between this and traditional research.
Research led practice for academic development

The full results of this session are reported in Table 38.

Session Seven: Plenary and Expert Panel

Panel members were asked to identify challenges in the next five years for the development of academics as teachers and possible responses to those challenges, as a context for the development of recommendations by the Forum.

Ms Jenny Bird, Educational Designer, Southern Cross University

Key issues:

1. The status of the profession of academic developers
2. The identification and evaluation of the output and outcomes of the work of academic developers
3. The position of academic developers within institutions: autonomy, authority and control.
4. Tensions between quality assurance and quality enhancements

Professor Kym Fraser, Leader of the Teaching and Learning Development Group (TLDG), Charles Darwin University

Key issues:

1. Different demands in learning and teaching expectations over the career of an academic and for academics appointed at different levels
2. Outcomes which make sense for academics
3. Alignment of recognition and rewards
4. Support from champions of learning and teaching and supervisors
5. Engagement in learning and teaching which is discipline based

Professor Geoff Scott, Pro Vice-Chancellor (Quality), University of Western Sydney

Key issues:

1. Practice what we preach
2. Establish networks with academic leaders eg heads of programs and course coordinators
3. Academic developers need to seize the agenda and “fill the gap”
4. Position for the future

Professor Owen Hicks, of the [then] Carrick Institute

Key issues:

1. Provide discipline-based academics with a voice to express their academic development needs
2. Recognition of academic development as a profession

References

Gosling, D. (2008). *Educational Development in the UK* (London: Heads of Educational Development Group)
http://www.hedg.ac.uk/documents/HEDG_Report_final.pdf

DAHEF Forum Session Overviews

Table 36: Session One: Focus Groups

Task: Each group was asked to review data from a CADAD survey of academic development in Australia and to provide advice for the CADAD project report on four themes.			
Group 1 Theme Current organisational arrangements for academic development	Group 2 Theme Strategies currently employed for the development of academics as teachers and their effectiveness in enhancing student learning experiences	Group 3 Theme The role of academic developers in the process	Group 4 Theme The roles of other contributors
5 Key areas	Overview	Topics arising	Who are they?
Trends - Review/restructure - New senior staff - Changing roles	Conclusions - Disjunction between actual role and what developers see as important - Tension between running generic workshops and working within disciplines - Project management – not just organising, but designing, guiding, advising - Strategic plan not of ADU not necessarily driving the agenda - Survey didn't cover 'Leadership' and capacity building, 'e.g. Support for communities of practice and distributed models of teaching and learning. - Validating existing strategies requires some qualitative data - There is a need to establish a glossary of terms and an agreed nomenclature - Consistency of responses across various surveys - What kind of learning outcomes are we looking for staff to achieve? Serendipitous? Intentional? Measurable? - Suggestion that 'top down' strategies are limiting, but really we need 'top down, 'bottom up', 'middle out'	Demographic of respondents to survey 70% Female, middle aged - Representative?	Peers - Other teachers and academics - Senior academics - Librarians - Educational designers and developers - Other support staff - Research supervisors
Drivers - Increased focus on L&T: [ALTC] - LTPF - AUQA - CEQ		Identity of educational development staff Multiplicity of roles of educational development staff may cause identity confusion	Top Down - Chancellery - Associate Deans - Senior management - Heads of Schools etc
Issues - Turbulent times - Duplication of roles - New relationships - Academic appointments v generalist appointments - Isolation from faculties - Communication - Awareness - Policy development		The impact of gender on education development - Attitude to technology? - Relational?	Bottom Up - Students - Sessional staff - Junior staff
Questions - Are we achieving better outcomes for teachers and learners? - How can central units engage with faculties in meaningful ways? - How to work across boundaries but still be dependent of structures? - How to work with others rather than defending our spaces?		Structural changes to universities - Central v merging v technology units - Agreed that academic development work should be perceived in holistic terms as having a pedagogical and technological support role	External [ALTC] - Professional bodies - Industry - Accreditation bodies
Recommendations CADAD should review the effects of the [ALTC] and the LTPF on organisational arrangements		What is important work for educational development? - Policy and planning - Professional development - Evaluation and review - Curriculum development	Questions arising - What is the role of these groups? - How do they do this role? - What impact do these groups have on development of academics as teachers? - Are there any links between all those with a similar role? Between the different categories?
		What is the process of Educational Development? - Traditionally work one-to-one with academic staff - Reduced funding has resulted in more cost effective delivery of PD - Conflict arises between university expectations and individual needs	Peers - Provide feedback, direction, support - Promotes change - Communication and informal networks - Organisational structure necessary
		Award and Recognition Schemes - Is a joint role for AD units and faculties - Needs to be systematic across the university	Top Down - Looking for leadership Integrated range of support - Increases relevance and profile of L & T - All linked and providing a T & L community
			Bottom Up - Provides feedback - Increases relevance and profile of L & T - All linked and providing a T & L community
			External Not discussed

Table 37: Session Four: Expert-facilitated thematic workshops

Task: Each group was asked to respond to a theme.					
Group 1 Theme Organising for development of academics as teachers	Group 2 Theme Working with new technology	Group 3 Theme Working in a global context			Group 4 Theme Supporting and sustaining academic development
Issues and responses	Overview	Topics arising			Priorities
Issue 1 The pendulum swing between centralised and faculty-based AD as exacerbated by T & L (and ALTC) money. While central to faculty-based AD both have advantages/disadvantages, the swing may be destructive of the most criticized aspect of AD – real networks of colleagues. Response Review effects of money provided for a time period and then withdraw, on longer term AD of lecturers in the disciplines.	Summary of technology use at participants universities ► Blackboard ► Lectopia ► WebCT The challenge for academics is now that Academics must lecture literate in technologies which require and a new language and way of thinking. Must adopt current media to new media. They have not engaged with new frameworks just used as another was to deliver traditional material. Need to re-evaluate the role of the teacher. New approach needed – adaptive legacy etc. Students – high level skills equivalent to graduate student level at UG level. All the best technology will not make students use it. Students still want to attend lectures. Need to create a social but to connect with students. Teaching and learning not considered when new technology is chosen. The role of teacher and how they perceive themselves is changing: ► Students as producers. Less emphasis on production of materials by teachers but more management of learning – new focus of literacy. ► Moving towards social software and more interaction ► New way of moderator role will become more important to facilitate Should we impose the technologies on students? Not all students are Gen X or Gen Y but may still wish to learn to use new technologies for time shift etc The number of new technologies is so vast that we could never get to know about them all	Working in a global context is . . .	One strength/opportunity this brings to learning	One challenge this brings to learning	1st Priorities ► Institutional leadership and appropriate resourcing ► Our work implements new strategic directions effectively ► Ability to be responsive and flexible ► Commitment of senior management ► Philosophical and practical support from top 2nd Priorities ► Promotion criteria for academics to reward collaboration and value teaching ► Advocacy from/by others for our work ► Academic developers can demonstrate effective impact ► Active collaboration and partnerships with academic staff ► Systemic processes, procedures and policies 3rd Priorities ► Expertise and development for AD staff ► Renewal and recognition of AD's ► Sharing with and adapting ideas from other institutions ► Focus on authentic tasks and real world needs of academics and students ► Relevance to, opportunity and commitment from grass roots ► Policies that are able to be implemented Summary Comments ► We should consider the dimensions of academic development. This includes research. ► We need to be able to work with the top-down, bottom-up, middle-out processes. ► We need to implement leadership from within and facilitate empowerment at all levels. ► People. Processes. Effectiveness.
Issue 2 ► Future employment conditions (shorter terms – “sessional” turnover of staff, work-life balance. ► Future learners ‘instant communication’ ► Future research on new approaches to learning Response ► Just in time development opportunities ► Utilise the new technologies (wikis, blogs etc) as well as earlier ones, email discussion boards BUT workload properly calculated ► Research on learning valued in promotion. Institutional recognition and support both for ASD staff AND for discipline based staff engaged in SOTL publication		► Spread of ideas	► Improved understanding and increased communication. Reduction in isolation of thought, appreciation of cultural understanding. Storytelling. ► Enriches the engagement with ‘otherness’ for life-long learning	► Overcoming the cultural understanding of teaching and learning, both intrinsic and extrinsic, language barriers, different perceptions of reality	
		► Teachers, students professional staff all have a perspective of world, all have a cultural context ► Discipline-based, e.g. engineering education, which is clearly an international practice, with common problems and solutions	► Enriches the engagement with ‘otherness’ for life-long learning ► Working in a global context to educate more engineers and encourage some of them to progress towards becoming academics to be part of a pool of educators’. Use international experience to achieve the above by sharing expertise	► Fortress mentality, being challenged by ‘difference’, discomfort, loss of identity, frustration, fear. ► Shortage of engineers globally and shortage of their educators. Not enough rewards for engineers compared to some other careers	
		► Being part of a global village, a shrinking world. Providing the skills, expertise and cultural sensitivity for students to live and work anywhere ► Benchmarking best practice internationally	► As a multicultural society we already do many things in our teaching to accommodate diversity. It is a core feature of good teaching and learning practice. ► Making connections and expanding networks. Learning from others. Identifying our position on a global stage (how we compare)	► Helping staff to see the benefit they gain from diversity for their courses and classes ► Deciding if benchmarking process or outcomes. Identifying a similar unit or making differences explicit	
		► Thinking how global issues impact on life in Australia. The links between what is happening in the US, UK for example and similarities here. Changes in Australian Higher Ed are not isolated from global issues and changes ► International students onshore, off shore, distance. Leveraging of diversity	► We have issues in common globally. Understanding the changes happening in a global context ► Opportunities for the exchange of ideas, intercultural understanding and friendships, Cooperative education, understanding of nuances of difference	► The global context is not always on people's radar. We focus too much on the local and don't see how it fits into the bigger picture ► Impact of imbalance, for example, of too many students from overseas or one country; too many in one faculty; lack of understanding by academic staff; English language difficulties of both staff and students	
		► Combinations of international students, international staff, international campuses ► Different motivations for learning in another country	► Input from other cultures – values, skills, attitudes, contexts, expectations. The ability to take ideas back to own countries. Making global connections over the long term. ► Australian providers can use difference to make changes in other places	► Different expectations, backgrounds, learning and teaching styles. Attaining the skills to recognise the potential for different skills etc for improving teaching and learning and utilising them in programs. Xenophobia ► Students come to Australia for an Australian degree but don't think of the context of studying in Australia.	

Table 37: Session Four: Expert-facilitated thematic workshops *continued*

Task: Each group was asked to respond to a theme.			
Group 1 Theme Organising for development of academics as teachers	Group 2 Theme Working with new technology	Group 3 Theme Working in a global context	Group 4 Theme Supporting and sustaining academic development
Issues and responses	Overview	Topics arising	Priorities
Issue 4 How to capture non-formal learning of the work of academics as teachers: ▸ Academics perception of academic development as irrelevant ▸ Academics overload because of work/lack of resources ▸ Tension between . . . Response Develop approaches in context that are responsive to the needs of academics as teachers: ▸ Leadership and governance of institutional both to facilitate academic development as relevant and helpful for career ▸ Processes and resources which enable enforcement by academics in academic development ▸ Good balance and resolving for both	See page 77	See page 77	See page 77
Issue 5 In a research intensive university encouraging/facilitating 'scholarship of teaching and learning' type activities/projects designed to improve student satisfaction and learning outcomes Response Collaborative, multi-faceted approach – funded, designed/developed, implemented and evaluated in a way that has minimum impact of other academic research activities			
Issue 6 Establishing/maintaining/developing organisational (including departmental) environments that genuinely value good teaching Response ▸ Active contributions /Leadership in policy development including promotions performance appraisal ▸ Focusing academic development interventions at, departmental level, including support for head of program in their role in leadership for teaching and learning			
Issue 7 Diversification/distribution of academic teaching staff profile, Why? Emergence of new academic teaching workloads and patterns of work responsive to new student learning needs and circumstances. Response Matching the diversification with the provision of a variety of appropriate professional learning contexts to enable the development of teaching and learning capabilities and recognition and reward of excellent teaching in all categories and forms			

Table 37: Session Four: Expert-facilitated thematic workshops *continued*

Task: Each group was asked to respond to a theme.			
Group 1 Theme Organising for development of academics as teachers	Group 2 Theme Working with new technology	Group 3 Theme Working in a global context	Group 4 Theme Supporting and sustaining academic development
Issues and responses	Overview	Topics arising	Priorities
Issue 8 Provision of different forms of professional development as resource/supports in which different representations of practice are utilised by staff to assess and support their learning. Response Developing resources that support interactivity and staff. These resources and with other staff.	See page 77	See page 77	See page 77
Issue 9 ▸ Lack of value of teaching role versus research (promotion, workload allocation) ▸ Changing context, international technologies, graduate attributes, learning centered rather than teacher central Response ▸ Value teaching role through promotion policy, awards time release, organize support for sessional staff ▸ Professional development through faculty and/or interest based learning communities. Consider process for establishing/ supporting communities, involve sessional staff			
Issue 10 Better support for the development of/meeting the needs of casual academics who are often at the forefront of teaching = delivery Response A hub and spoke model linking academic development unit to faculty/discipline specific development needs and faculty academic development staff.			
Issue 11 Focus on development at discipline level which is a good thing! Potential issue is isolation from other disciplines and dilution of inter-disciplinary learning (as it relates to teaching and learning development) Response Recognition of inter-disciplinary learning. ▸ Maintain and support communities of practice and networks, and relationships/collaboration by some central unit ▸ Dissemination beyond the discipline			

Table 37: Session Four: Expert-facilitated thematic workshops *continued*

Task: Each group was asked to respond to a theme.			
Group 1 Theme Organising for development of academics as teachers	Group 2 Theme Working with new technology	Group 3 Theme Working in a global context	Group 4 Theme Supporting and sustaining academic development
Issues and responses	Overview	Topics arising	Priorities
Issue 12 Focus on 'teaching and learning 'development' rather than 'academic' development and the separation between teaching and learning unit work and other staff development focused on academic development. Response Institutional view of staff development that facilitates one/united vision and facilitates collaboration.	See page 77	See page 77	See page 77
Issue 13 Marginalising ADUs from 'direction setting' at an institutional level. What is the role of the ADU and academic developers, purely service unit??			
Issue 14 1. What is a teacher in HEd? (Skills, knowledge, v motivation, attitude) 2. Roles and responsibilities as a teacher (standards, benchmarks, multi-tasking) 3. Language of being a teacher 4. Time in organizing development of academics as teachers in an environment of competing priorities, vis a vi importance 5. Different development cycles of teachers role, skills/knowledge 6. Building culture – through branding (culture of change/of enablement/of role changes) Response 1. Quick "Just in time, whatever /whenever" 2. Communities of practice in context (voice/empowerment) 3. Evidence gathering standards 4. Development plans and impact evaluation 5. Champions at executive level 6. Build into policy plans value of development teaching and learning			

Table 38: Session Six: The Way Forward – Foundations for Phase 2 of the CADAD Initiative

Session Six: The Way Forward – Foundations for Phase 2 of the CADAD Initiative	
Group 1 Theme Options for organising for academic development in a changing environment	Group 2 Theme Strategies for the development of academics as teachers
- High differentiation in size, roles and responsibilities - Communication/relationship with faculties essential - Participating in meetings, governance structures - Involvement in strategic planning for teaching and learning - Informal relationships are productive - ADU staff need to share values and approaches - Urgent need to identify performance indicators for academics developers - Grad Cert engages and builds champions and good practice – other training programs also do this, also fellows - Distributed hub and spokes model - Need champions of teaching and learning in faculties - Use budget strategically for proactive special projects and buying in specialist skills - Professional development needed - Need PDs for academic developers - Constantly restructuring ADUS Approaches for improvement - Be strategic, set targets - Have visibility - Need leader(s) to represent ADU / T & L in university - Formal links between central units and faculties essential - Supporting AND NOT leading the developments of academic staff - Central reporting with a range of models - Done 'with' not 'to' - Giving 'voice' to ADs – Forums - Input into performance reviews with respect to teaching and learning and being responsive to traversing the complex processes - Community engagement: AD support in engaging Academics with community e.g. Curriculum design - AD role not exclusive to ADUs – different needs and structures at different levels/times - Immediate needs vs central needs – requires institutional architecture to accommodate variety/demand - Constructive engagement: to practically/effectively address – academic citizenship	Student centred learning perspective
	Development of desirable teaching characteristics
	Relevant teaching experience and qualities
	Curriculum development informed by relevant research and pedagogical practices
	Value teaching and teachers – recognizing/rewarding graduate teachers. Require relevant teaching experience, grads. Qualifications and development.
	Promote Teaching and Research nexus. Promote scholarship of Teaching and emphasise the connection between this and traditional research. Research led practice for academic development.
	Notes - Term: student centred is potentially misunderstood – learning centred or student learning centred - Good practices should be identified and also areas that could be improved or taken up - Getting academics to recognise what the students experience eg: as researchers - Encourage staff to use experience as researchers to identify good practice - Boyer's scholarship – Promote scholarship of teaching and emphasise the connection between this and traditional research - Needs to be in Teaching and Learning plan - Shift in environment of student from lecture to modify for change in Teaching and Learning - Link between shift in learning spaces and shift in academic use of these new spaces to encourage active engagement - Should all academic developers have minimal level of qualification – PhD? Teaching qualification? Research expertise? - Should they have an academic position (appt) for credibility and to determine effectiveness of their work. - Link academic appointment to research expertise and qualification - Need for continuity of positions/roles (not continued review/restructure) with long term planning - Position descriptions for academics that incorporate desirable teaching characteristics - Express workloads in terms of learning hours rather than teaching hours - Portfolio process that reflect good practice - Communities of practice are encouraged and supported - Fund participation in Scholarship of teaching activities - Universities need to invest in capacity building of staff

Finding summaries

Main findings and issues of the Development of Academics and Higher Education Futures DAHEF Forum

Table 39: Main findings and issues from the DAHEF Forum

Finding 1: External trends	
Increased focus on Learning and Teaching: ALTC, LTPF, AUQA	
Working in a global context	
International benchmarking	
Finding 2: Internal drivers are influencing organisational structures	
Restructures and new senior staff affect academic development units	
Academic versus general appointments of academic developers	
Turbulent times	
Institutional architecture needs to accommodate individual needs vs central needs	
Central v faculty-based academic development	
Organisational environments that genuinely value good teaching	
Finding 3: Relationships of academic development units with faculties	
Isolation from faculties	
Communication	
Awareness	
Engaging with faculties in meaningful ways	
Working across boundaries	
Defending spaces	
Tensions with running generic or discipline based projects	
Finding 4: The role of academic development units	
Varied depending on the structure and size of institution:	
Policy and planning	
Professional development	
Evaluation and review	
Curriculum development	
Award and recognition schemes	
Learning centred approaches	
Research	
Pedagogical practices	
Discrepancy between what academic developers see as a priority and what they actually do	
	Finding 5: Recognition of academic development
	Academics perceive academic development as irrelevant
	Academics are overloaded
	Sessional academic staff needs
	Tensions exist between stakeholders
	Teaching versus research tension
	Different foci for research intensive universities
	Diversification of types of academics
	Establishment of relationships
	Professional development (HR) versus learning and teaching
	Building culture – through branding (culture of change/of enablement/of role changes)
	Finding 6: Defining the role of a teacher in Higher Education?
	Skills, knowledge v motivation, attitude
	Roles and responsibilities as a teacher (standards, benchmarks, multi-tasking)
	Language of being a teacher
	Time in organizing development of academics as teachers in an environment of competing priorities, vis a vi importance
	Different development cycles of teachers role, skills/ knowledge
	New technology
	Need to re-evaluate the role of the teacher and connectedness with learner
	New approach needed – adaptive legacy etc
	Development of desirable teaching characteristics
	Finding 7: Institutional leadership
	Appropriate resourcing
	Philosophical and practical support
	Advocacy for teaching and learning
	Consider the dimensions of academic development research
	Participation in governance structures
	Community engagement
	Recognition of the need to invest in teachers and teaching development
	Recognition for long term planning of academics as teachers
	Long term planning for academic development and Learning and Teaching needs
	Different priorities for senior personnel, academics and academic developers

Main finding/issues of the DAHEF Forum and the Survey of Directors of Academic Development in Australian universities

Table 40: Finding of the DAHEF Forum Vs the survey of directors of directors of academic development

Development of Academics and Higher Education Futures (DAHEF) Forum	Survey of Directors of Academic Development in Australian Universities
Introduction The Development of Academics and Higher Education Futures (DAHEF) forum highlighted the changes that Australian academic development units and academic developers are witnessing in the current Higher Education global landscape. Exciting times are occurring in learning and teaching and in developing academics as teachers and there is a renewed interest at the highest levels of universities in issues relating to learning and teaching practice. The academic development field has already acquired the attributes of scholarly activity and communities of practice and the forum provided the opportunity for academic development academics and professionals to contribute to the raising of issues that are confronting them in this turbulent time. It was evident that the field is being greatly challenged by the extent to which change and developments are being driven by government policy, institutional recognition of teaching and learning, organizational change, and relationships with the academic disciplines.	Introduction The Survey of directors investigated the state of Australian academic development units from the point of view of twenty-three Directors of units or centres. The survey recognized that the Australian academic development field is operating within a fast changing higher education environment that is increasingly impacting on academic development units and placing them under pressure, however the Directors believed that the environment was more favourable than five years ago. There exists a wide range of emerging issues which will need to be addressed in the next five years but the four recurring themes which are central to the Gosling report; the management of internal relationships between central academic development units and faculties; the conflicting priorities that exist within the institutional environment; the perception of insufficient resources; and issues arising from restructuring, organizational volatility and instability are also reflected the central Finding/Issues of the DAHEF forum.
Finding/ Issue 1: <i>The influential impact of external trends</i> The DAHEF forum confirmed that the global influences specific to Higher Education have impacted on their roles. The increased focus on learning and teaching by their institutes was seen as a direct result of external factors such as national competition and initiatives, in particular the influence of the ALTC, the LTPF and AUQA was cited and for some international benchmarking.	Key Finding/ Issue 1: <i>The management of internal relationships</i> Gosling found that significant difficulties exist in the management of the relationships between a central academic development unit and faculties. While many relationships are established particularly those between Academic Development Directors and faculty level Associate Deans of Learning and Teaching they can become fraught when there is competition for resources and funds. It was noted that the devolved model of academic development can present the difficult task of achieving effective communication and networking. Dispersed activity can be lessened and the overall impact reduced.
Finding/ Issue 2: <i>Changing organisational structures</i> It was agreed by the participants that the response by universities to the national initiatives over the past five years had often resulted in the appointment of new senior staff which influenced the emphasis placed upon learning and teaching agenda and often resulted in restructuring and changes to the foci and roles of academic development units. These changes have yet to be evaluated but coupled with the existing perception that teaching in universities is generally undervalued it has provide as an environment of uncertainty for the participants of the forum. It was agreed that the institutional architecture needed to accommodate a range of needs but there was a strong urging to include 'top down', 'bottom up' and 'middle out' strategies.	Key Finding/ Issue 2: <i>Conflicting priorities within the institutional environment</i> A common issue raised in both the DAHEF forum and the Survey of directors was the difficulties for Directors of Academic Development and academic developers in setting priorities, as there exists a number of conflicting tensions often between: management and development activities; service provider role and academic orientation; technology needs and more general learning and teaching concerns; and institutional directions and individual/divisional demands.
Finding/ Issue 3: <i>Establishment of relationships between academic development units with faculties</i> The participants in the forum had extensive experience in working with faculties and reported that the experience of working across these boundaries had many challenges. These included: that there was often isolation from facilities and a lack of awareness by faculties of the academic development units Existence; the difficulty of establishing formal and informal communication and relationships; and at times there were tensions with the running of generic and/or disciplined based projects	Key Finding/ Issue 3: <i>Insufficient resources</i> The clear perception exists that there are insufficient resources – in particular staffing – to meet the expectations placed on academic development units.
Finding/ Issue 4: <i>The differing roles of academic development units</i> The forum demonstrated that the role of academic development units is varied and can be dependent on the way that they have been established within the host institute and the institute's structure and size. The forum listed such activities as: involvement in policy and planning; providing professional development; managing evaluation and review processes; developing curriculum; delivering award and recognition schemes; providing learning centred approaches and pedagogical practices; undertaking research to name a few. It was noted that there was a discrepancy between what academic developers see as a priority and what they actually do.	Key Finding/ Issue 4: <i>Higher Education environment pressures</i> Common to both the DAHEF forum and the Survey of directors, are the issues which are already well documented in teaching and learning literature, that the pressures from the global trends in Higher Education are imposing unprecedented tensions which arise from restructuring, organizational volatility, and cause the instability of academic development units. These trends are also applying pressures on academic staff to perform a wider range of tasks, embrace rapid educational technology, and deal with a changing student profile.

Main findings and trends of the Report of the Heads of Educational Development Group Survey of Educational Development Units in the UK 2006

David Gosling

Table 41: Main findings of the Survey of the Heads of Educational Development in the UK 2006, David Gosling

Key Finding 1: Strategic importance A significantly higher proportion of Educational Development Units (EDUs) are reporting directly to the senior manager (PVC or VP) responsible for academic affairs than in 2000. This may reflect the fact that Learning and Teaching Strategies are now more securely embedded within senior management responsibilities. In Scotland ELIR is having a comparable effect.	Key Finding 5: Distributed model of Educational Development There seems to be an emerging trend towards a more distributed model of educational development, with more development work being undertaken by academic staff appointed or nominated within faculties or schools – Teaching Fellows or Learning and Teaching Co-ordinators or Advisers. Whilst the model was thought to be desirable, the considerable demands that it makes on the central EDU was noted. In those EDU where there was not a workable way of co-ordinating the activity of the distributed staff it was felt that better co-ordination was required if the activities were to be of maximum value to the institution. There was some evidence that without strong support from the centre, the distributed units or individuals are less effective.
Key Finding 2: Threat of reorganisation The close relationship of most EDUs with strategic management has not reduced the threat of re-organisation to which EDUs seem to be particularly prone. A striking finding of the survey over ten years is that the rate at which EDUs are being formed or reformed has not lessened to any extent. The lack of systematic evaluation of the impact of ED activities may be regarded as a weakness. It appears that a new senior executive can change the fortunes of an EDU in a short space of time. Triggers for reorganization: ▶ the views of an incoming senior manager (Vice-chancellor or PVC) who is either predisposed towards or against central units, and how far functions should be 'integrated' ▶ the commencement, or the ending, of specific funding streams which can either allow for expansion or demand contraction ▶ the extent to which the head of the EDU seeks to achieve amalgamation of function either for personal reasons or in order to meet institutional goals more effectively ▶ a change in the head of ED function, either a new appointment or a retirement ▶ the mission and organisational culture of the institution (though this can sometimes change rapidly when a new vice chancellor is appointed).	Key Finding 6: Funding TQEF funding continues to be important (in England), but the trend seems to be towards EDUs becoming 'embedded' in core funding. The majority of respondents felt very secure or moderately secure about their future funding.
Key Finding 3: More focused conception of Educational Development The average size of EDUs has also continued to grow, with units in post-1992 universities tending to be slightly bigger than in pre-1992 universities.	Key Finding 7: National and institutional environment for Educational Development The growth of new Educational Development Units is slowing slightly which is not surprising given that most institutions now have some form of provision to support teaching and learning. The overall finding is that most are cautiously optimistic that the climate is more favourable to Educational Development activities now than five years ago. Similarly the institutional environment was also viewed as being more favourable than five years ago. A major reason for this has been the value to EDUs of both TQEF funding and the embedding of Learning and Teaching Strategies
Key Finding 4: Size of Educational development Units The trend seems to be towards a more focused conception of the role of EDUs with two major strands: 1. professional development of staff relating to learning and teaching and other academic duties, and 2. a shared strategic responsibility for implementation of the learning, teaching and assessment strategy, encouragement of innovation and enhancing teaching quality.	Trend: Scholarship of Teaching and Learning Research in teaching and learning has continued to rise in its significance as a responsibility of EDUs, and the idea of the Scholarship of Teaching and Learning has become an increasingly popular vehicle for furthering the aims of EDUs.

