How does academic development make a difference in the 21st century university?

Lorraine Stefani
Director
Centre for Academic Development
University of Auckland

THE UNIVERSITY
OF AUCKLAND
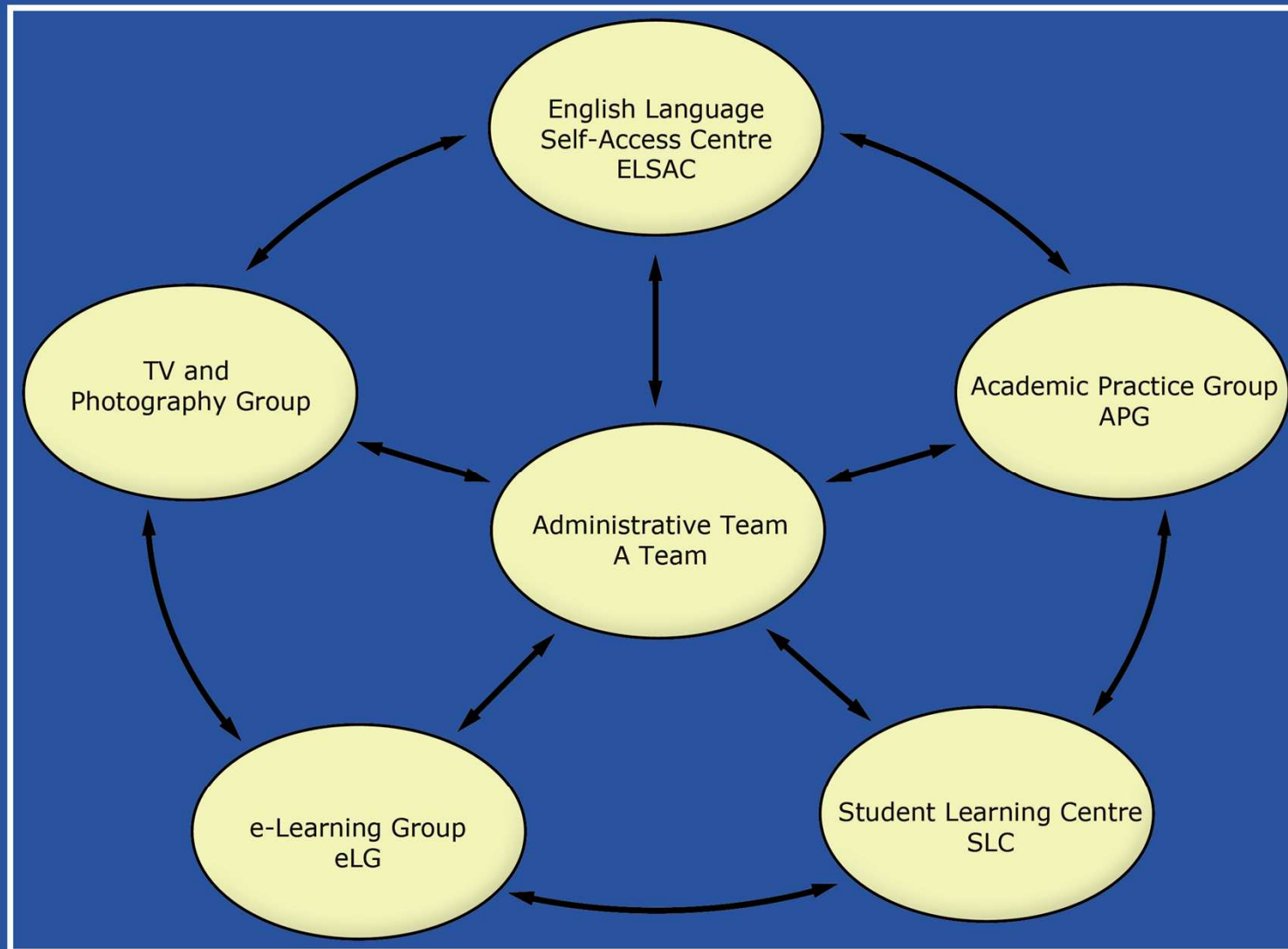NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

Presentation Outline

- Is there a case for a change of narrative for academic developers in the 21st century?

- Should academic developers focus their energies on overarching, whole of institution strategic development projects?

- Does academic development contribute to sustainable organizational change?

- Leadership for the future

CAD - Centre for Academic Development

English Language
Self-Access Centre
ELSAC

TV and
Photography Group

Academic Practice Group
APG

Administrative Team
A Team

e-Learning Group
eLG

Student Learning Centre
SLC

Centre of Academic Development encompassing functional groupings
all of which have a group leader reporting to the Director of CAD.
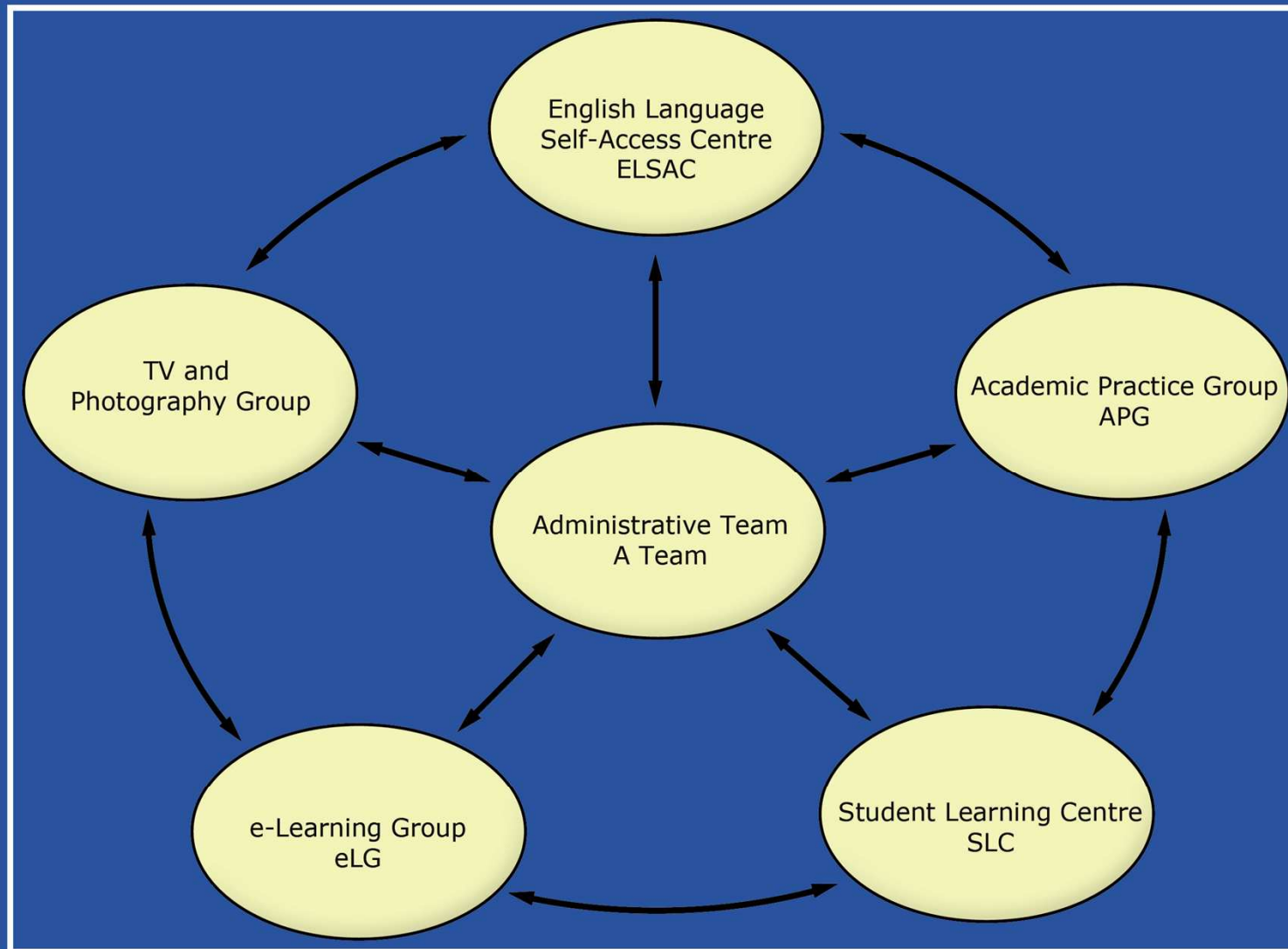
Life Before CAD

Centre for Flexible and Distance Learning

Centre for Professional Development

Student Learning Centre

CAD - Centre for Academic Development

English Language
Self-Access Centre
ELSAC

TV and
Photography Group

Academic Practice Group
APG

Administrative Team
A Team

e-Learning Group
eLG

Student Learning Centre
SLC

Centre of Academic Development encompassing functional groupings
all of which have a group leader reporting to the Director of CAD.

Tracking pg Certificate Graduates

- Promotions record

- Teaching related discipline based publications

- Teaching Excellence Awards

- Teaching Improvement Grants

- Leadership in Learning and Teaching

Helen Sword (2010)Archiving for the Future: A
Longitudinal Approach to Evaluating a
Postgraduate Certificate Programme

Doctoral Skills Programme

- Collaborative project with CAD, the School of Graduate Studies, the Library, the Careers Office

- Strategically important programme (500 PhD graduates per year)

- Recognised and promoted by the Vice-Chancellor

- Increased levels of graduate student satisfaction with doctoral studies

Kelly, F., Brailsford, I. and Carter, S. (2010) Tending the Secret Garden: Evaluating a Doctoral Skills Programme.

Mandatory Supervision Programme

- Support for first time supervisors

  (co-supervisors)

- Ongoing development opportunities for experienced supervisors

- Visibility across the University for CAD staff

- Timely completions, student satisfaction

Grant, B.M. (2010) Evaluation as

Bricolage: Cobbling Together a Strategy

for Appraising Supervision Development

Shifting the narrative of academic development

- *To bring academic development in from the margins, we need to establish a robust link between Academic Development activities and interventions and sustainable organizational change and development. We also need to demonstrate sufficient agility to adapt to changing institutional expectations.*

Should academic developers focus their energies on over-arching whole of institution development projects?

Krause, K-L (2010) Using Student Survey Data to

Shape Priorities and Approaches

What to do with student survey data?

- *'Student survey data represent a rich source of information for academic developers charged with the responsibility of working with colleagues to enhance the quality of learning, teaching, assessment and curriculum design'*

- *'Evaluative data in the form of the student voice offer a rich vein of information to guide strategic approaches to academic development'* Krause, K-L 2010

Analysing student survey data

Kerri-Lee Krause argues for:

> '*a systems approach to interpreting how student survey data can and should be used to build synergies between and among elements of the university in order to bring about sustainable change and improvement in learning, teaching and student outcomes.*'

Student Survey Data and Academic Development

- *Student surveys remain somewhat contested particularly if used for competitive funding purposes but they are helpful in exploring the real experiences of and outcomes for students.*

- *As major agencies for change in universities Academic Development Centres can be critical forces for influencing student learning outcomes and ensuring the attainment of a high quality educational experience.*

Kreber, C. (2010) Demonstrating Fitness for Purpose: Phronesis and Authenticity as Overarching Purposes

'How, in the context of various, often conflicting agendas and expectations, we might conceive of the overarching purposes of Academic Development and what we might look for to satisfy ourselves and others that our work is worthwhile or 'fit for purpose'. Kreber (2010)

What is teaching? What is academic development? What are we evaluating?

Design-based Research and e-Learning

- For e-learning initiatives, concept development phase followed by iterative cycles of production, implementation, data gathering to assess impact
- Orientation and capability building
- Encouraging experimentation and providing support
- Tools – coursebuilder
- http://www.cad.auckland.ac.nz

Innovation and Change:
Responding to a Digital
Environment
Gunn, C. (2010)

Leading Academic Development

- Effective, well managed AD advice and support to the university that reflects its evolving needs

- Active, respectful relationships with a range of stakeholders

- Pro-active and strategic positioning of the AD centre, guiding university initiatives and strategies relating to teaching, learning and research

Leadership for the Future

- Establish credibility as a knowledgeable expert

- Be flexible and adaptive

- Build strong partnerships with significant leaders

- Focus on the strategic needs of the university

- Develop and maintain credibility within your broader profession

Finale

- A plea for a consistent and coherent narrative for the profession of academic development in the 21st C

- Evaluative research – can we evidence our added value?

- Influence the strategic direction of our institutions

- Consider how we contribute to sustainable organizational change and development