

# An international perspective on academic development

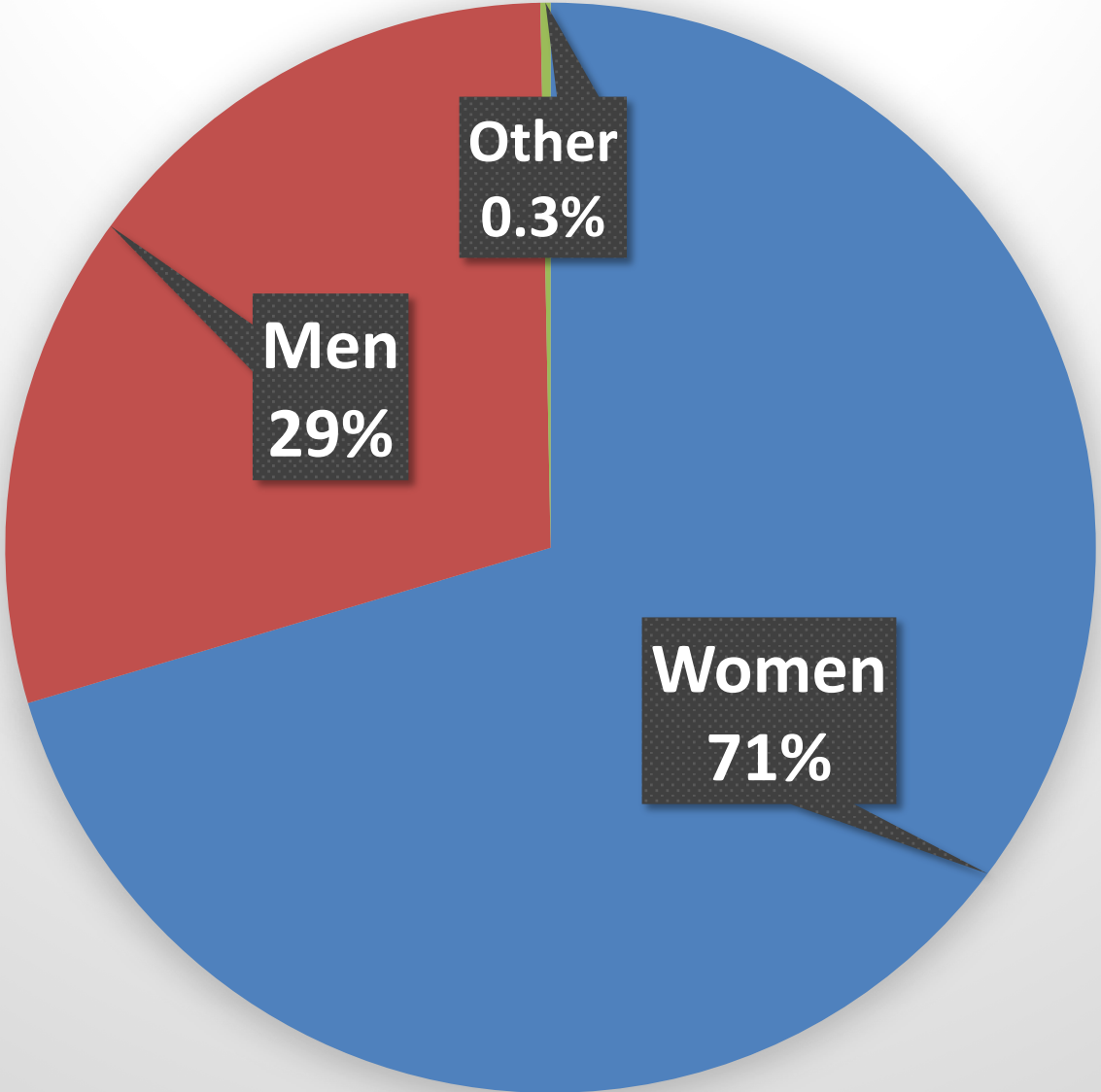
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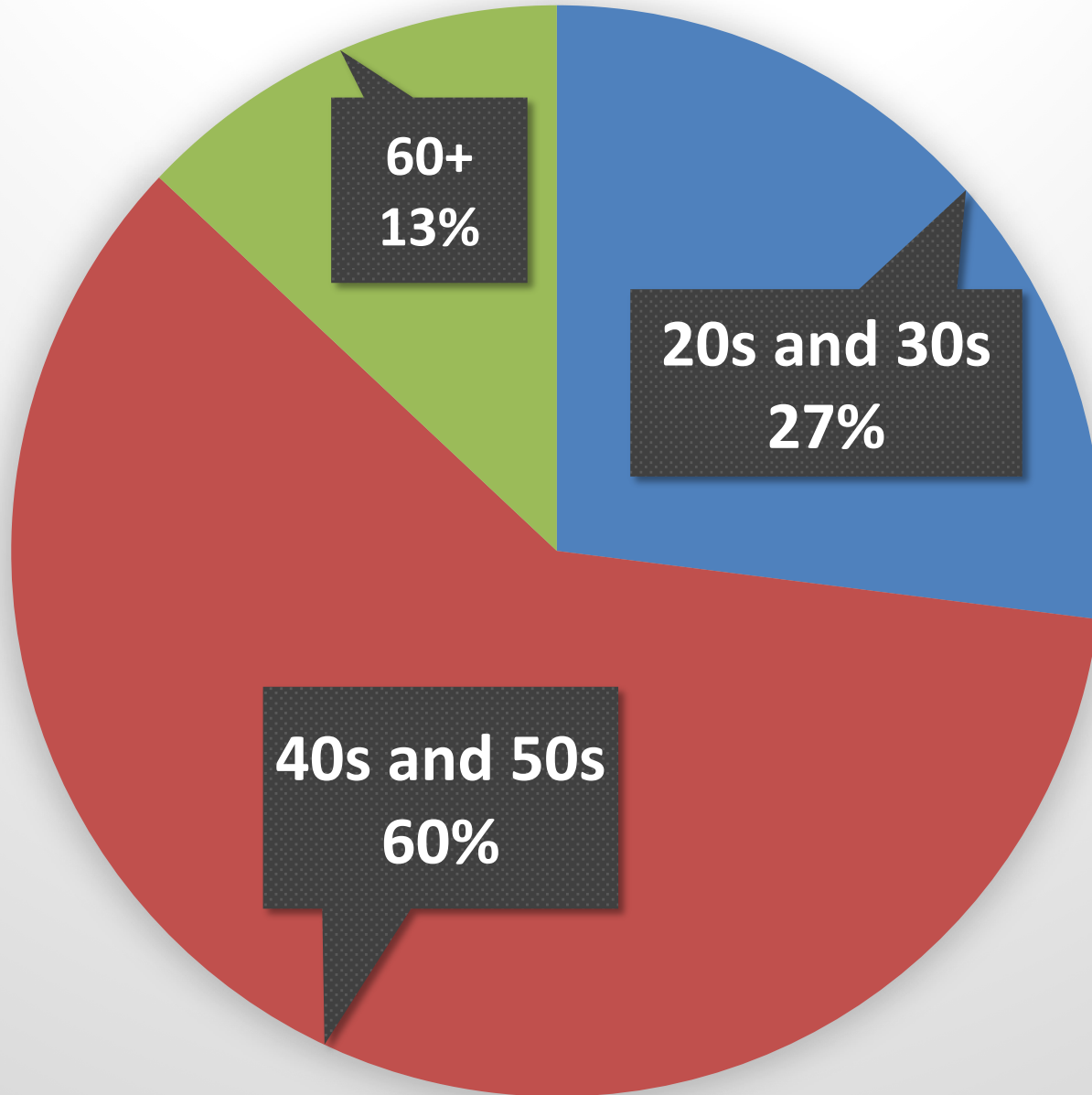


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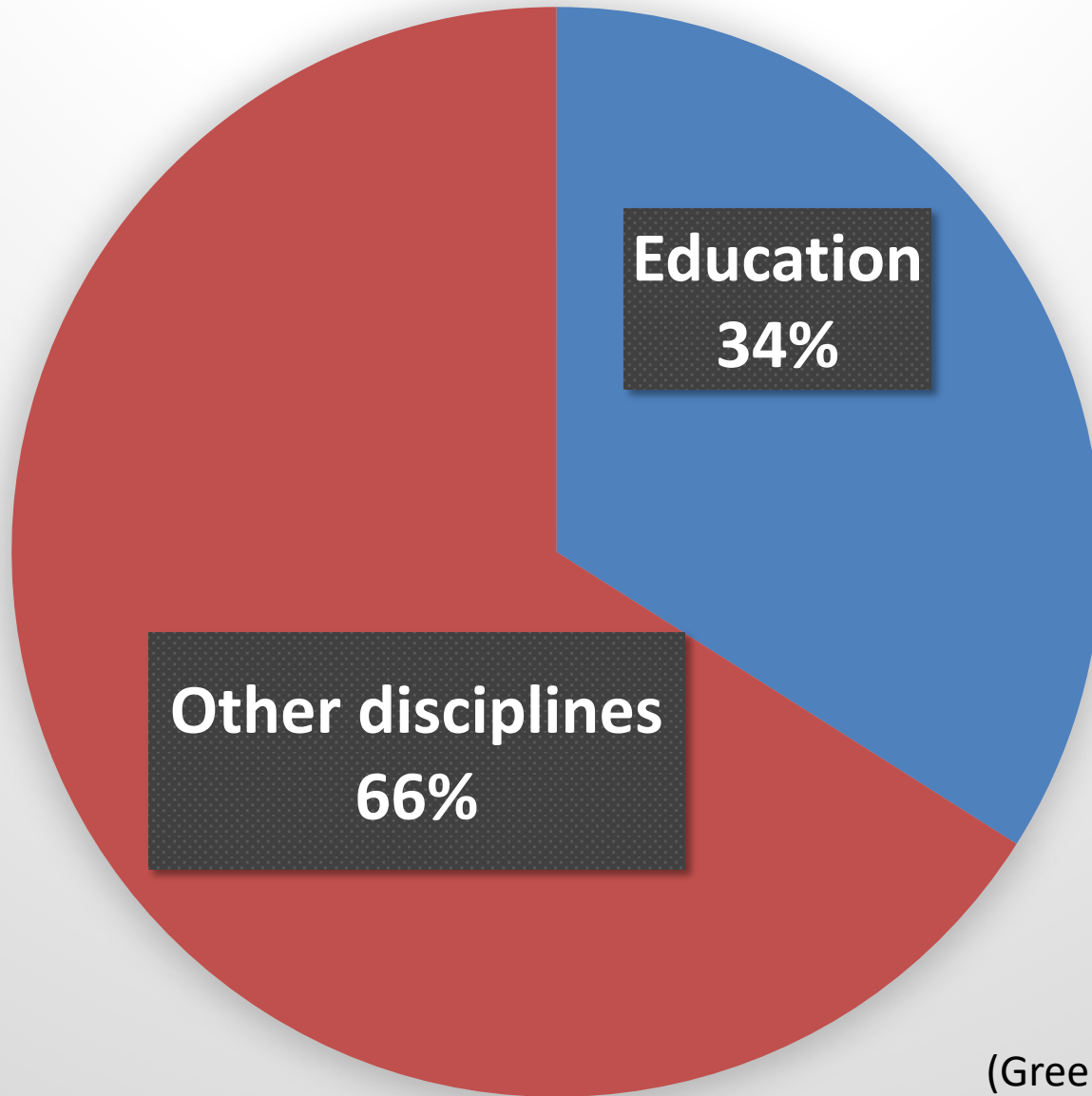
# Family Portrait (Green & Little 2016)



# Age of Academic Developers Worldwide (Green & Little 2016)



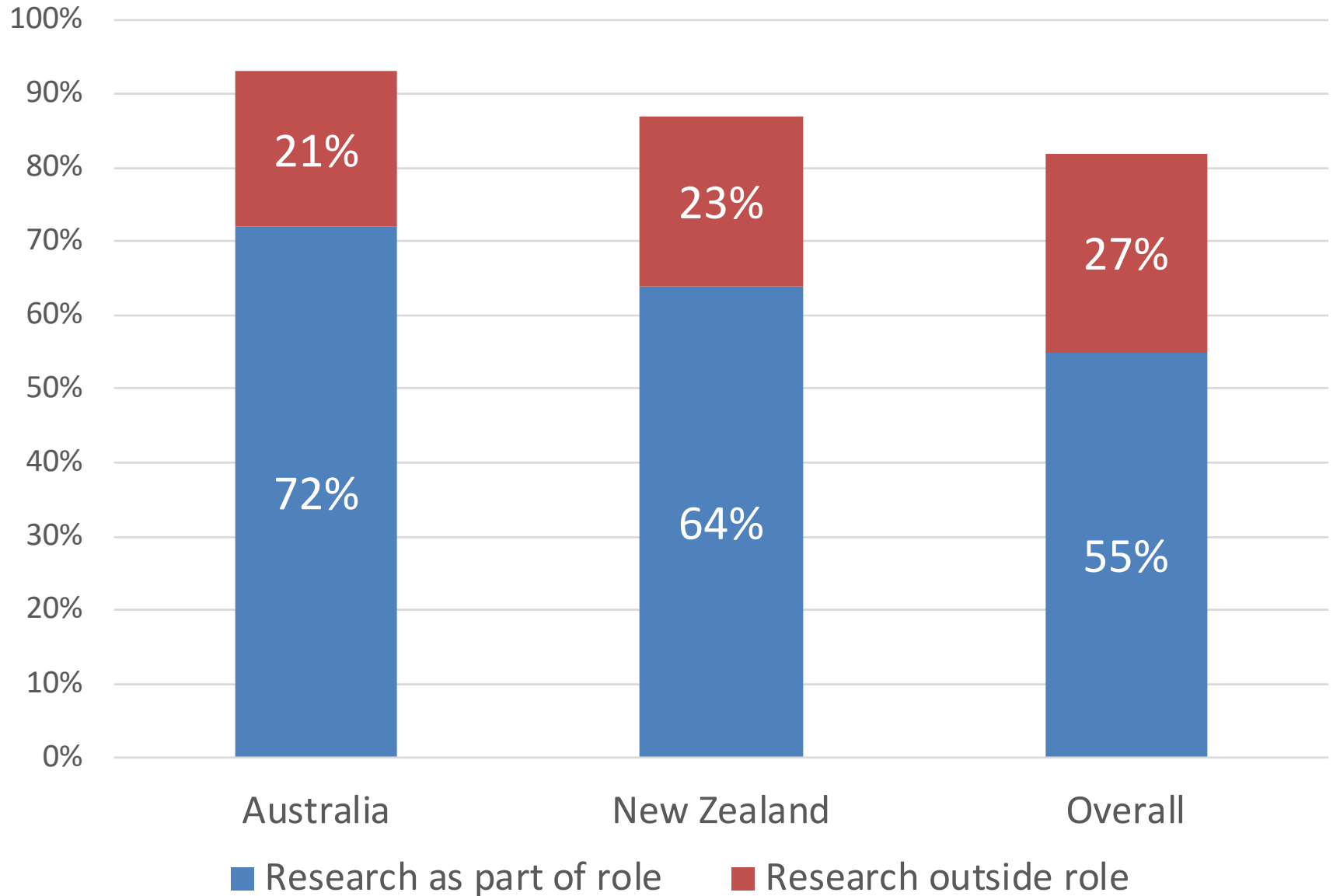
## Academic developers' highest qualification in...



(Green & Little 2016)

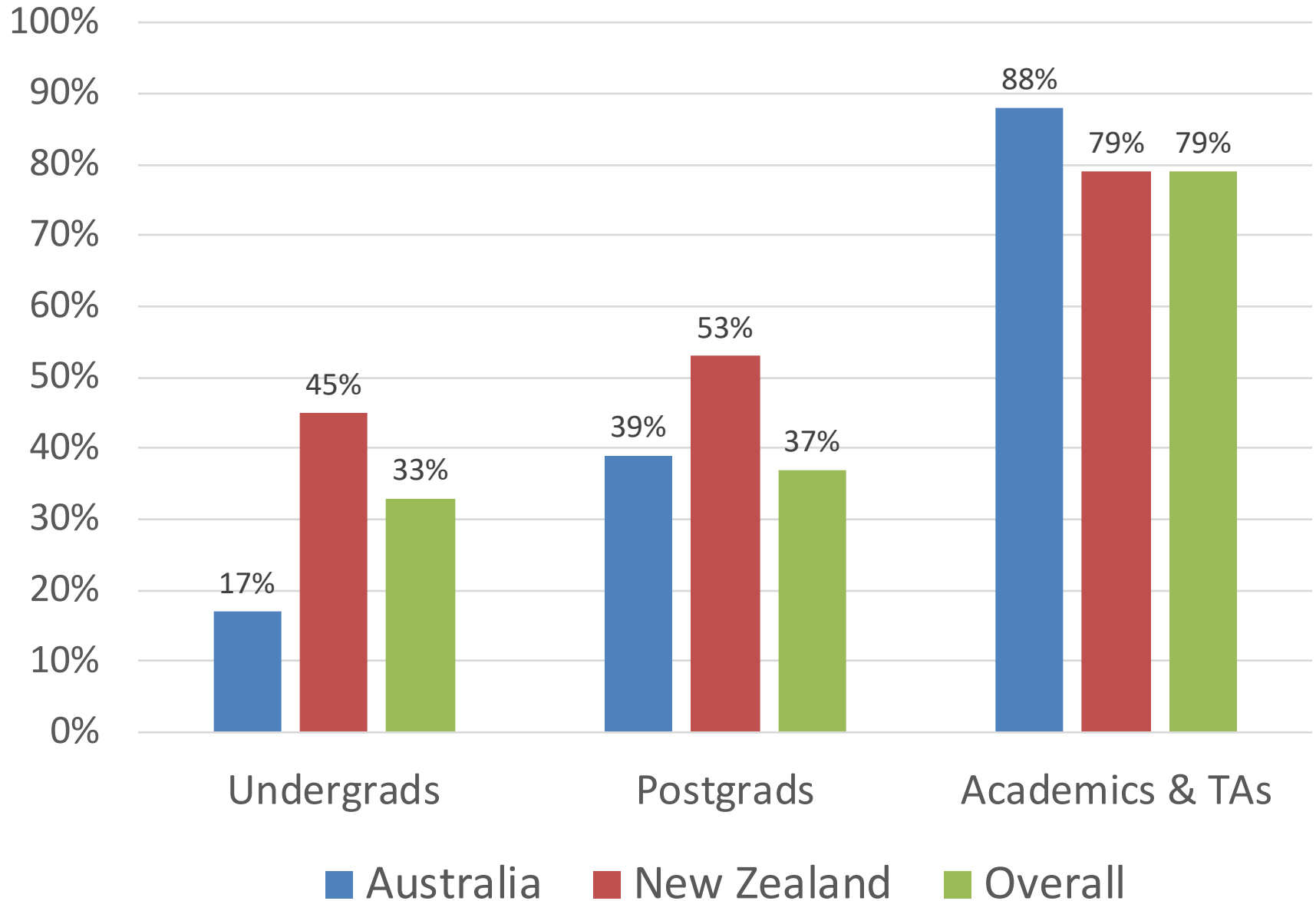


# Academic developers' research – in and out of role

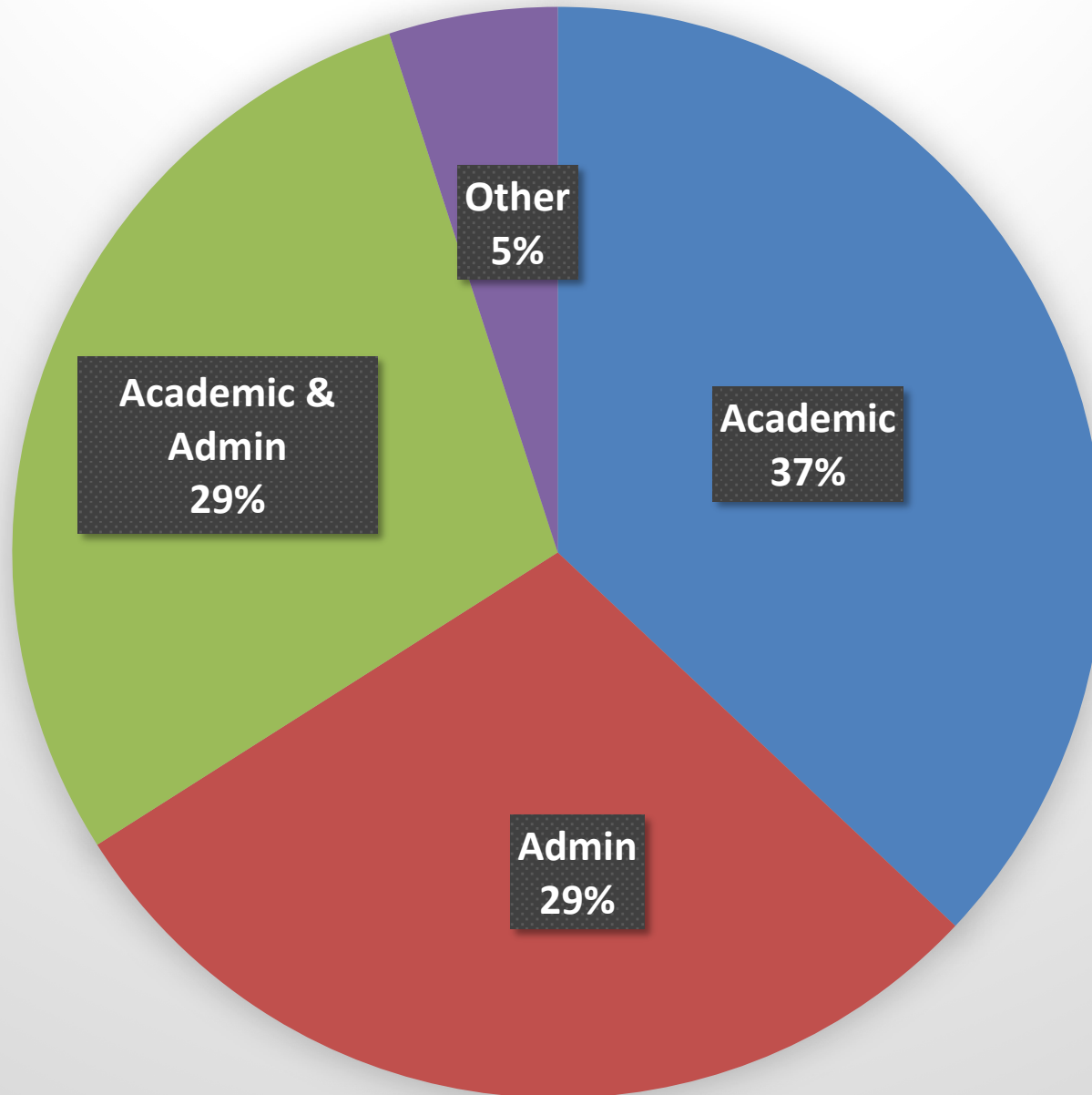


(Green & Little 2016)

## Academic developers' teaching (Green & Little 2016)



## Type of AD role (Green & Little 2016)



# Historic Academic Development Happenings

HERDSA 1972

(Higher Education Research and Development Society of Australasia – not just ADers)

ICED early 1990s (now 26 member networks)

(International Consortium for  
Educational Development)

International  
Journal for  
Academic  
Development



<https://www.tandfonline.com/ijad>

Capital thinking. Globally minded.



# Academic Development

“the creation of conditions supportive of teaching and learning”

(Leibowitz 2014)

# Other “Developments”

Organisational Development

Research and Researcher Development

Learning Development

Leadership Development

Academic Career Development

etc

# Pause and Reflect

1) On this day last week...

Who did you interact with?

People in what kinds of roles?

About what issues/ideas?

What kinds of work did you do?

2) Did that day resonate with Leibowitz's definition of academic development?

“the creation of conditions supportive of teaching and learning”

# Academic Development Trends/Issues

Brokering

Research

Technology

Accreditation and standards



# Intro to University Learning & Teaching Programmes: Aus (2016) and NZ (2018)

IULT Programmes	Australia*	New Zealand
Programme offered	85% (22/26)	62.5% (5/8)
Average number of attendees	59	55
Online	8%	12.5%
Blended	23%	25%
Face-to-face	69%	63%
Articulates into/provides credit for a grad/pg cert	35%	0**

\* Figures from Fraser & Ryan, 2017

\*\* Two with plans for articulation

# Accreditation of IULT programmes in NZ

IULT Programmes	NZ unis
IULT is HEA accredited*	1
Separate HEA programme/opportunity	2
Looking into and/or trialling HEA	4
No accreditation (yet)	1
<b>TOTAL</b>	<b>8</b>
Micro-credential/badging offered	1
CMALT accredited**	1

\* Higher Education Academy

\*\* Certified Membership Association for Learning Technology

# Holistic Academic Development

(Sutherland 2018)

Whole academic role

Whole institution

Whole person

# Holistic Academic Development

(Sutherland 2018)

## Whole academic role

- Teaching
- Research
- Service/Engagement
- Leadership

etc

# Early Career Academics: A Quick Quiz

- 1) Do early career academic interests lie primarily in...
  - Research
  - Teaching
  - Equally in both?
  
- 2) What percentage of ECA time is spent on...
  - Research
  - Teaching
  - Service & Admin?
  
- 3) Which country's early career academics are more satisfied?
  - a) New Zealand
  - b) Japan
  - c) Australia
  - d) Canada



# Early career academics' interests and time\*

Interests lie...	NZ	Victoria (Well)
Primarily in research	27%	18%
In both, leaning towards research	40%	57%
Equally in research and teaching	22%	23%
In both, leaning towards teaching	8%	2%
Primarily in teaching	4%	0

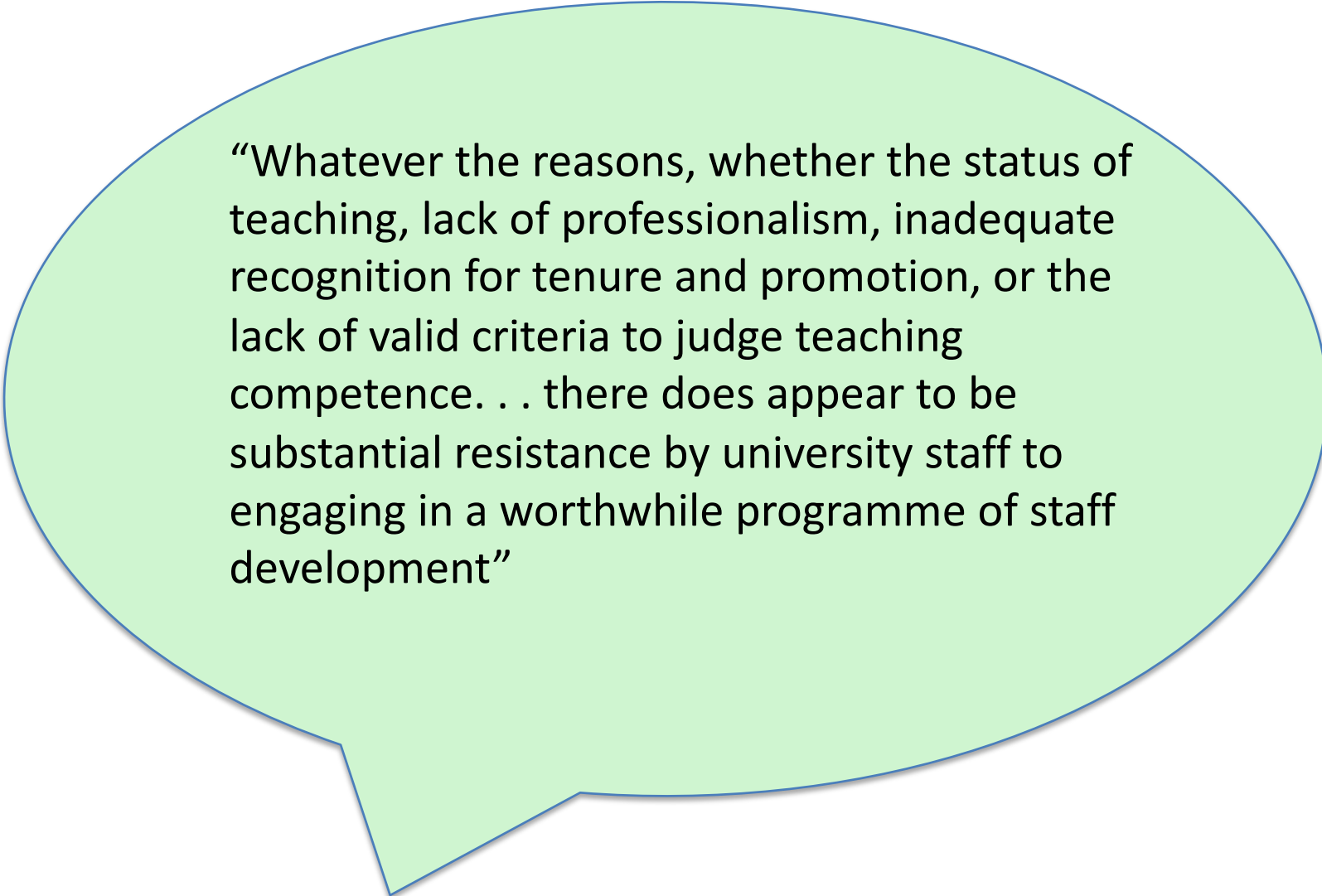
\**n*=538 NZ, *n*=72 Victoria (Well)

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Primarily in teaching	4%	0

Percentage time spent on...	NZ	AUS (G08)
Research	44%	44%
Teaching	35%	31%
Service & admin	21%	25%

\**n*=538 NZ, *n*=72 Victoria (Well)



“Whatever the reasons, whether the status of teaching, lack of professionalism, inadequate recognition for tenure and promotion, or the lack of valid criteria to judge teaching competence. . . there does appear to be substantial resistance by university staff to engaging in a worthwhile programme of staff development”



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(Clift & Imrie, **1978**, p. 14)

# Holistic Academic Development

(Sutherland 2018)

## Whole institution

- Professional/allied/support/general staff
- Students

etc

# Holistic Academic Development

(Sutherland 2018)

## Whole person

- Families and no families
- Local and international
- Ontologies and epistemologies
- Cultivating 'care' (Fyffe 2018; Timmermans et al 2018)

A poem

# Satisfaction in academia

	Senior	Early career	All
	%*	%	%
12 countries <sup>+</sup>	67	57	62
JAP	70	59	68

\* Percentage responding Very Satisfied or Satisfied to the question, 'Overall, how satisfied are you as an academic?'

+ Twelve countries in the Changing Academic Profession survey: Argentina, Australia, Brazil, Canada, Finland, Germany, Japan, Malaysia, Portugal, South Africa, United Kingdom, United States (Bentley, et al, 2013)

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JAP	70	59	68
	72	50	55
CAN	75	72	74
	<b>83</b>	<b>73</b>	<b>75</b>

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International  
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