# Issues, challenges and success for the future of Academic Development

# Progression of Partial Solutions (POPS) Activity

Advancing Academic Development Event 2018

## POPS Process

Identification of issues/challenges

1. Group brainstormed main issues, concerns or challenges about Academic Development.
2. Each person placed a tick on the issue they most wished to discuss further.
3. Top four issues allocated to a group.

Generation of solutions/strategies

1. Each issue discussed by a small group to generate possible solutions, strategies or suggestions, or to identify what success in this space would look to.
2. Issues rotated through each group for further discussion and addition to suggested strategies

Wrap-up

1. Each group presented the discussion and strategies from the last issue discussed.
2. Each person from the whole group placed a tick on the most important strategy or the solution that they would most like to work collectively on as a community of academic developers.

## Outcomes

### Identification of issues/challenges for Academic Development

(asterisks indicate the issues participants wanted to discuss further)

* Changing nature of AD work \*\*\*\*\*
  + Technology
  + Industry/employability
* Status of AD \*\*\*
* Competing priorities (research, etc) \*\*\*
* Students \*\*
* Identity of AD
* Teachers/academics \*
* Leadership (institutionally) \*
* Accountability, KPIs, outputs \*
* Demonstrating impact \*
* Money, resources, support \*
* Qualifications & status of positions
* Service model (support)
* Sustainability
* scalability
* Quality – alignment (ADs with faculties)
* Staffing and recruitment
* Professional Development for ADs
* Lack of L&T grants & awards
* Change/restructuring

### Generation of solutions and strategies, and what success looks like

(asterisks indicate the solutions participants would most like to work on further as a community of academic developers)

#### Changing nature of AD work

* Proactive in changing identity of AD! \*\*\*\*\*
* Building criticality into role \*\*\*\*
  + Speaking ‘back’ (beyond service) to strategic initiatives
* Flexible ways of working / service model (iterative cycles of review) \*\*\*
* Changing workforce – or ‘casuals’
* Development of individual skills and strengths
* Advocacy to policy makers
* Agility.

#### Status of AD

* Demonstrating impact through scholarly enquiry, research, evaluation \*\*\*\*\*\*\*\*\*
* Communication with Faculty Leadership \*\*\*\*\*\*
* Build partnerships \*
* lack of clarity re qualifications: PhD? / Experience? \*
* Visibility and presence
* Recognition for depth of expertise
* Shifting/hybrid roles
  + Academic (who expect to be supported by professional staff) / Professional
  + Increased casualisation / contracts

#### Competing priorities (for academy)

* Effective leadership \*\*\*\*
* Communication and clarity in mission, deliverable & outputs \*\*\*\*
* Developing whole academic \*\*
  + As teacher
  + As researcher
  + Engagement
* Work more collaboratively with other services, consistent \*
* Research - can be a focus. Depends on how units are constituted and jobs they given
* Focus on student retention and engagement

#### Students

* (at the centre)
* Partners / co-curricular \*\*
  + Diverse and ‘representative’ student voice
* Embedding student feedback and feedforward \*\*
* Redesign of 1st year experience \*
* Relationships
* Academics and we should all have to be students regularly
* Focus groups
* User experience testing