

CAULLT Grant 2019 Project Report

Recognizing and sharing good practice in Academic Development:
A strategic and sustainable model for promoting excellence, building capability, and
advancing learning and teaching leadership



Project Team

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Project Web site: www.advancingacademicdevelopment.net



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Overview

This project investigated whether a national event, such as the Advancing Academic Development (AAD) Event and Good Practice Awards, can provide an effective vehicle for recognition and, at the same time, afford a strategic, sustainable approach to capability building, dissemination of good practice, a networked community, and a line of succession in learning and teaching leadership. This project built upon the findings of a previous CAULLT project: 'An Australasian Association for Academic Developers', in which we investigated what professional development (PD) academic developers (ADs) consider beneficial, and what PD (if any) universities are willing to support. As part of the prior project, the team piloted an AAD event and awards. In this project a second, refined iteration was produced in order to assess the impact of such an event and awards across the dimensions of recognition, capability building, dissemination, and networking. In addition, we extended reach beyond the event itself, through wider dissemination of video-captured good practice presentations and other materials uploaded to an AAD web site. From the research, a set of principles, strategies, and recommendations for a sustainable annual event were developed. In addition, through collection of good practice exemplars, this project amassed an expanded data set from which to define academic development (conceptions of its purpose, practices and perceived benefits to stakeholders) and to conduct benchmarking for Academic Development practice.

Background

As higher education specialists, ADs build the capabilities of others in order to enhance academic practice across the dimensions of curriculum design, learning and teaching experience design, scholarship, and leadership (Mårtensson, 2014).¹ Given this focus on capability development, it is paradoxical that, to date, no organisation has specifically focused on enabling ADs to build their own capacity. Australasia does not currently have a professional organisation to support and connect Academic Developers; good practice is not routinely recognised by universities nor the sector; and opportunities for ADs to share good practices and promote the impact of their expertise on academic practice and student learning are limited. Moreover, there is currently no means for universities to compare their academic development approaches against a national standard, or for ADs to be inspired by, or learn from, the initiatives of other institutions.

In a preceding CAULLT project: An Australasian Association for Academic Developers: Concept testing (upon which this project extends), we established that there are active, supportive associations that welcome ADs (e.g. Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) and the TELedvisors network; Higher Education Research and Development Society of Australasia (HERDSA) Special Interest Group) and conferences where ADs can present papers (e.g. HERDSA, Learning Leaders in Higher Education, and TEQSA conferences). We also noted that ADs can seek professional recognition through Fellowship schemes, for example those provided by the (UK) Higher Education Academy and HERDSA. However we also established that, while such conferences,

¹ The project focuses on higher education specialists who build learning and teaching capabilities of academics in higher education. Most commonly, such specialists refer to themselves as Academic Developers (63% according to our survey results). This is also the term employed by the pre-eminent journal in the field. Other, less commonly used terms include Educational Developers and Professional Developers and, where activities align with capability building, they are encompassed in this research. Other roles may also encompass academic capability building within a broader scope of activity (e.g. Learning Designers and HR), and aspects of their work are encompassed where they explicitly involve learning and teaching capability building.

memberships and recognition opportunities can potentially be accessed by ADs (subject to support by their institutions), their broad constituency and aims means they provide limited opportunities for AD-specific needs. Based on recent research showing a very high degree of interest amongst ADs (95%) in a “nationally run formal professional learning program” (Hill, 2016), we set out to investigate the potential support for an ongoing network/organisation/event with professional development opportunities for Australasian Academic Developers, and to establish what approach, structure, and organisational alignments might be preferred by stakeholders.

A multi-method approach (literature review, desktop audit, and surveys of ADs/LDs and institutional leaders in learning and teaching) established that PD, recognition and networking are considered pressing needs by ADs. However, we found limited appetite by institutional leaders to support/fund PD for ADs. We also identified further issues, including the need for a shared definition of academic development, and to benchmark practice.

We also identified the need for creative methods of data collection, given survey fatigue, time pressures, and competing priorities of ADs and learning leadership. Therefore, as part of the project design, we piloted an event with national and international keynote speakers, professional development activities and round tables. We saw this event as a potential way to test an approach to providing PD *and* gain buy-in for our data collection (surveys and focus groups) by attendees. However, we realised that a clear value proposition was needed for universities to support and fund ADs to travel interstate for the event. Without institutional engagement, we anticipated that engagement (and therefore impact) may be limited. The motivating driver we conceived of was an opportunity for recognition of ADs (and, by extension, of their university) through Academic Development Good Practice Awards at the event. We sent out a call to DVCs to nominate outstanding ADs from their institutions to submit an abstract, with shortlisted finalists presenting at the event, to compete for national awards determined by a set of criteria. The relative uptake of this opportunity (compared to the survey completion rates by senior staff) was remarkable, with over 30 good practice nominations. We attribute this high-level of engagement to the opportunity for recognition, which attracted nominations by universities and provided the impetus to support travel to the event by ADs.

Given the potential benefits of the approach, in the grant submission for this project we proposed that the model warrants further investigation into potential impact on ADs, universities and the sector.

Project aim and objectives

The aim of this project was to establish an innovative, strategic model for a sustainable national event to recognise and promote good practices in Academic Development. Applying learnings from our previous project (literature review, surveys, and first phase pilot event), and evaluations and feedback on the first event, our goal was to iteratively improve the second event and awards and extend their reach. Moreover, we set out to strategically leverage the model to build capabilities, foster networking, build a community of ADs, and afford succession-building in learning and teaching leadership and, through research, we set out to ascertain the impact of the event and awards on ADs in these regards. At the same time, we sought to collect data for benchmarking AD practice.

In line with these aims, we pursued the following objectives:

1. Refine the model:

- Iteratively refine and test strategies, principles, and approaches for an annual AAD event and awards;
- Enhance awareness of the awards to expand submissions of high-quality good practices;
- Develop robust criteria, and an evaluation process for the awards as a preliminary basis for professional standards in academic development;
- Increase attendance at the event through a reputation for a quality award process, and opportunities for Australasian ADs to share and shape good practice across the sector.

2. Extend impact:

- Promote excellence in academic development through further dissemination of good practices (professionally captured videos shared through a dedicated web site).

3. Ascertain the value of the model to ADs and make recommendations:

- Evaluate the impact of participation on both award nominees and other attendees at the event, and establish multidimensional benefits and limitations of the approach, including the effects of good practice presentations as a form of Professional Development;
- Make recommendations for future events including principles, approach, and ways to achieve greater integration of the event with CAULLT activities and goals.

4. Collect data for benchmarking good practice in Academic Development:

- Ascertain how ADs define Academic Development, including professional values integral to AD; the practices and principles of good practice in AD; and the value and benefits to ADs, academics, students and institutions;
- Collect and collate exemplars of good practice for analysis of good practice principles for a future benchmarking project.

Planned project outcomes

Planned project outcomes included:

1. A second Australasian networking event–Advancing Academic Development, for the dissemination of good practice and as a professional development opportunity;
2. Australasian Good Practice Awards for Academic Development as a mechanism for professional recognition and documentation of good practice;
3. A set of professionally produced videos of good practice presentations to enable wider dissemination and impact, and a project web site;
4. Systematic qualitative data collection (written nominations, good practice presentations, interviews, and survey responses) for the review of evidence-based data on Australasian good practice for academic development;
5. A set of principles, processes and recommendations to CAULLT, focusing on the development of a strategic approach to sustainability of an awards system.

Approach

Objectives 1 and 2 were achieved through the continuation (from Project 1) of a Participatory Action Research methodology. The basic stages of a Participatory Action Research cycle are: Plan, Act, Evaluate and Reflect (Kemmis, McTaggart & Nixon, 2014). Action Research involves evaluating a situation and the needs of stakeholders, then designing and implementing an intervention (designed object, activity or process) to make the experience of stakeholders more effective, efficient or viable, then evaluating the effect (Project 1). Then it involves, upon reflection on outcomes, iteratively developing improved versions of the intervention with improved effect (Project 2). Action Research is a proven approach to achieve project outcomes in learning and teaching (Harvey, 2013).

Objective 3 was realised through surveys (of nominees and attendees) and interviews (with good practice nominees). Surveys included quantitative and qualitative data collection (open comments).

- SURVEYS provided a vehicle to seek views of AAD attendees on perceptions of benefits (if any) of types of PD for ADs, and benefit/s to them (if any) of hearing the good practices of peers. Good practice presenters were also asked additional questions on the benefits (if any) to them of reflecting on and presenting their practice to peers.
- INTERVIEWS (of good practice nominees) provided an opportunity to expand on this reflection.

Objective 4 was pursued through the surveys mentioned above, in combination with other qualitative methods for rich data collection. This included a number of creative methods:

- VISUAL METHODS of data collection, namely PHOTO-ELICITATION with focus group participants
- VIDEO-TAPED INTERVIEWS (good practice nominees)
- STRUCTURED DIGITAL STORYTELLING (video captured Pecha Kuchas)

THEMATIC ANALYSIS was applied to textual responses (short form open text survey responses, and focus group texts) and multimodal artefacts (visual representations, texts, videos).

The research was conducted under QUT Ethics Approval Number 1900000992.



Project outcomes

Outcome 1 (Advancing Academic Development Event): Achieved

A second Australasian networking event—Advancing Academic Development—for the dissemination of good practice and as a professional development opportunity

The **Advancing Academic Development Event** was held on Wednesday, 6th November, 2019 at QUT Brisbane. Working with the CAULLT executive and liaison, we aligned the event with the November CAULLT Conference as a 'pre conference event'. The one-day program included keynote speakers Dr. Allan Goody, President of the International Consortium for Educational Development, who spoke on *An international perspective: roles, issues and challenges of Academic Development* and Jade Kennedy, 2018 Winner of the Australasian Academic Development Good Practice Awards for Jindaola, who presented on *An Aboriginal approach for academic and curriculum development*. Pecha Kucha Presentations by ten shortlisted finalists of Australasian Academic Development Good Practice Awards provided insights into innovative and effective practices across the sector. (see Appendix A for program and list of finalists).



Keynote speakers: Jade Kennedy and Alan Goody, and finalist presenter Kathryn Sutherland



Attendees at the Advancing Academic Development Event keynote and Good Practice presentations

Professional development workshops included *Demonstrating impact through scholarly enquiry, research and evaluation*, presented by Associate Professor Marina Harvey and Dr Anna Rowe, and

Communicating a purposeful mission for Academic Development teams, presented by Professor Jillian Hamilton. Interviews with the good practice finalists on principles, practices, and value of good Academic Development practice were also open to attendees. Networking opportunities were afforded through these collaborative events, as well as morning and afternoon tea and lunch.



Attendees at the Advancing Academic Development Event workshops 1 and 2

Consultation

During the planning phase for the event, the project team consulted with members of the CAULLT Executive, Dr Allan Goody (President of HERDSA, Higher Education Research and Development Society of Australasia), and the Qld branch of HERDSA.

Communication and promotion

The AAD event and the Good Practice Awards were promoted through invitations to each DVC(A) or equivalent of Australian and New Zealand universities; notices through the HERDSA weekly e-bulletin, the TELevisors web list, the HERDSA event list and SIG Facebook page; the AAD web site, the CAULLT online notices and the CAULLT conference. In addition, emails were sent to prior attendees and finalists and numerous higher education contacts.

Sponsorship

Alongside funding from CAULLT the event was sponsored by HERDSA Qld and UniSuper.

Participation

120 registrations were received for the event from across Australia and New Zealand. A total of 30 universities were engaged in the 2019 event and awards.

Outcome 2 (Australasian Academic Development Good Practice Awards): Achieved

Australasian Good Practice Awards for Academic Development as a mechanism for professional recognition, sharing innovation, and documentation of good practice
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The **2019 Australasian Academic Development Good Practice Awards** were offered in a second, refined iteration. The aim of the awards was to identify and recognise leaders and innovators in AD, and enable them to share their good practices and expertise with others. DVCAs of all Australasian Universities were invited to nominate high-performing ADs to submit an abstract.

Criteria were refined after the first iteration of the awards in response to feedback and in line with an Action Research approach, and were communicated in the submission process. They were as follows:

Criteria for Awards

Each nomination must clearly address the following criteria:

Principles of good learning and teaching

Clear principles of good learning and teaching are addressed by your good practice, including a well-reasoned driver/rationale/ 'why' of the academic development at the heart of the nomination. Scholarship (reference to literature/ precedents in practice) underpinning the principles is succinctly explained and cited.

Impact

The scale and reach of your good practice are outlined and evidence of its value, impact, and influence on the learning and teaching practice of others is provided. (Scale and reach will be relative to opportunity and the purpose of the initiative.)

Innovative and/or distinctive

The practice is innovative and/or distinctive in its approach to addressing a contextual need (organisational strategic priorities, academic cohort, and/or disciplinary academic practices).

The full nomination process, including a template for writing the case is attached in Appendix B.

Nominations were reviewed against criteria, with each submission rated and collaboratively calibrated, with feedback collated. All nominees were notified of the outcome and provided with the constructive feedback from the assessors. Ten Finalists were then invited to share their good practice through the mode of a Pecha Kucha at the AAD event. A template, with indicative structure was provided for these (seven-minute) presentations including:

- rationale (*why* it is important),
- principles of good learning and teaching (*how* it happens),
- scholarship and context (*where* it sits in the field and the institution),
- description (*what* happens),
- impact (*so what?* – the effect on participants, the institution and student learning)

After the presentations, a panel comprised of two of the project team, along with Sara Hammer (HERDSA representative) and Allan Goody (ICED representative), judged the presentations. Attendees at the event also voted on a Peers' Choice award.

The overall Good Practice winner was Adrian Stagg, University of Southern Queensland: Learning Communities that Support Open Education Practice. Finalist with Distinction and Peers Choice Award was awarded to Associate Professor Kathryn Sutherland and team, Victoria University of Wellington: Ako in Action: Co-constructing Learning and Teaching with Students and Staff; Professor Kerry

Shephard and Dr Vijay Mallan, University of Otago were Finalists with Distinction for The New Academic Conference.



Ten finalists receiving trophies at the 2019 Australasian Academic Development Good Practice Awards

The recognition/award system was designed to embody Professional Development in its very process. That is, applicants needed to reflect on their innovation, impact and practice in:

- writing up their nomination in the form of a structured abstract;
- developing their Pecha Kucha presentation for the national event (if a finalist); and
- identifying and articulating aspects of AD in a video-taped interview on their perceptions of the value of Academic Development to their universities; what they consider key principles of good practice and the value of Academic Development.

Finalists also experienced and learnt from the PD activities at the AAD event, along with other attendees. An enriched professional development opportunity was offered to finalists, in the form of an invitation to attend the first day of the November 2019 CAULLT conference (to listen to key note speakers, network with national learning leaders and participate in activities). Winners and Finalists with Distinction were invited to (re)present their initiatives to the learning leaders at this event. Providing this bridge to CAULLT was designed to promote aspiration setting, leadership insights, networking and further recognition for finalists. Another benefit was enabling a line of succession, and promoting CAULLT membership to these emerging leaders. Feedback from finalists indicated that they appreciated this opportunity to meet leaders in learning and teaching from other institutions, and to gain the sector perspectives afforded by CAULLT.

Participation

The Good Practice Awards attracted 33 nominations from universities in Australasia.

Australian Catholic University	University of Divinity
Australian National University	University of Melbourne
Bond University	University of Newcastle
Central Queensland University	University of New South Wales
Deakin University	University of Notre Dame
Edith Cowan University	University of Otago, NZ
Griffith University	University of Queensland
James Cook University	University of Southern Queensland
QUT	University of Sunshine Coast
RMIT University	University of Sydney
Southern Cross University	University of Tasmania
Swinburne University	University of Wollongong
University of Auckland	Victoria University
University of Adelaide	Victoria University of Wellington, NZ
University of Canberra	University of Western Sydney

Table 1. List of participating universities (nominations and/or registration for attendance)

Objective 1 (Refine the model): Achieved

Project Outcomes (1 and 2) were in pursuit of Objective 1: Refine the model. The project team iteratively refined the design of the model, based on feedback from the pilot event and awards in 2018 and new strategies, principles, and approaches were tested. As a result, awareness of the awards and its reputation was enhanced, leading to expanded submissions of high-quality good practices. While the first awards process attracted 27 nominations from 20 universities, Project 2 attracted 33 nominations from 22 universities, and where the 2018 event attracted 48 registrations, the second event saw 120 registrations.

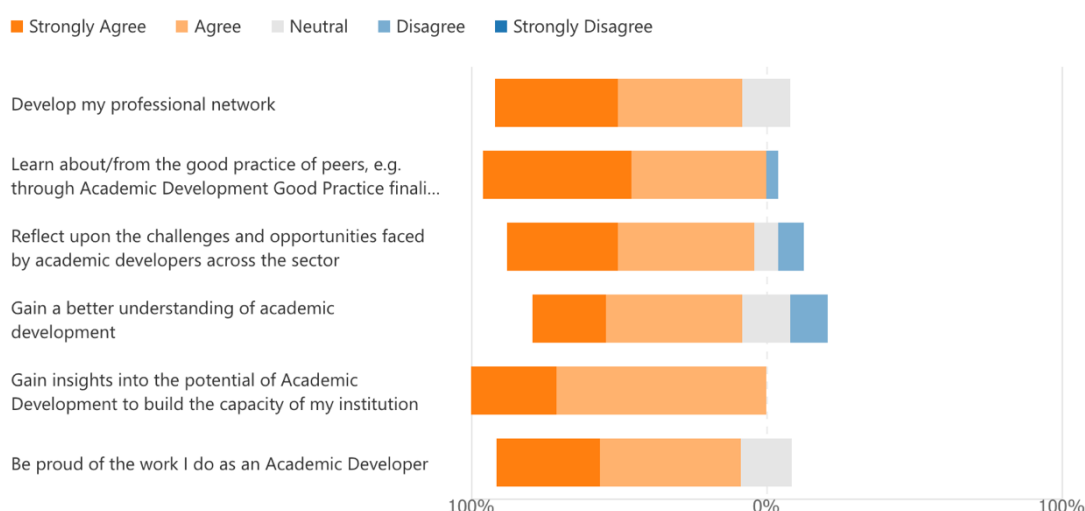
Reflection on evaluations of the first pilot event enabled refinement in a second iteration of the strategies, principles, and approaches of the event.

Advancing Academic Development (AAD) 2019 Event evaluation

Evaluations included questions delivered in an online survey with a five-point Likert scale (strongly agree/agree/unsure/disagree/strongly disagree). With a 75% response rate (N=24), 100% of respondents agreed or strongly agreed that the event provided insights into the potential of academic development to build capacity at their institution, and 83% appreciated the opportunity to reflect upon the challenges and opportunities faced by academic developers across the sector. In terms of capability building, 96% of respondents reported that they learnt from the good practice of peers, 71% gained a better understanding of academic development and 84% saw the event as a contributing factor to developing their professional network. 83% reported feeling proud of their work as an Academic Developer because of the event.

5. Participation in the Advancing Academic Development (AAD) event has provided an opportunity to:

[More Details](#)



Overall, 87% of respondents rated attending the 2019 Advancing Academic Development event as highly or quite valuable. Representative qualitative feedback includes:

The format for the presentations was perfect as it really made presenters reflect on the key points and distil their practice into key ideas; this gave the audience a series of smaller concepts that were comprehensible and could serve as points of reflection.

it is amazing to see our colleagues recognised for their hard work. ... We just need more of everything to support our profession.

It gave me some ideas ... I am currently exploring how they might be used in my institutional context.

Value of PD activities at the Advancing Academic Development (AAD) 2019 Event

In addition, evaluations of the event asked AD attendees to reflect on which types of PD they found valuable. The opportunity to gain insights from peers was most highly valued by participants, particularly hearing from award winning practitioners and through networking across the day.

Outcome 3 (Wider dissemination): Achieved

A set of professionally produced videos of good practice presentations to enable wider dissemination and impact, provide an enduring record of good practices, and afford an alternative form of 'publishing' through a project web site

Professional videos of the Good Practice presentations were produced. Segments of interviews with presenters on their principles of good practice and the impact of academic development were also combined into the video packages. The videos were produced and shared with the explicit permission of presenters. A dedicated web site was created to host the videos, along with other artefacts from the Advancing Academic Development Event and Awards (keynote presentation and workshop materials). The web site will also incrementally house research outcomes produced by the project

team from the project. The web site will also serve to promote the next event, and provide information for attendees and exemplars of successful finalists to future nominees.

Project Web site: www.advancingacademicdevelopment.net



Screen shots of the project web site, including videos of the Good Practice Presentations

Objective 2 (Extend the impact): Achieved

Video capture and online dissemination of the good practices through a dedicated website, www.advancingacademicdevelopment.net enabled the realisation of objective 2: Extend impact and promote excellence in academic development through further dissemination of good practices. The aims of ensuring this wider dissemination of outcomes include promoting excellence and affording PD in academic development through increased and enduring access to exemplars of good practice.

Outcome 4 (Data collection): Achieved

Systematic qualitative data collection (written nominations, good practice presentations, interviews, and survey responses) for the review of evidence-based data on Australasian good practice for academic development

Data sets:

An evidence-base for identifying Australasian good practice for academic development was collected through multimodal data collection as below:

- Video captures of the Pecha Kuchas of good practice;
- A wide sample of written descriptions of good practice, with exemplary practice rated and ranked by judges and AAD audiences;
- Video captured reflections by good practice finalists;
- Activity-based focus group data collection (photo elicitation) to establish definition of AD;
- Surveys conducted after the event (of Academic Developer audiences and finalists).

The aim of amassing this multidimensional data collection was to collate a substantial collection of exemplars of good practice for benchmarking and analysis of good practice principles. It also serves to ascertain how ADs define Academic Development (including its value—to self, others and institution; professional values and practices; and benefits for self, staff, students and institutions. The systematic analysis and benchmarking are planned in an approved third Project (part of the suite of three projects).

Objective 4 (Collect exemplars and data for benchmarking): Achieved

For the benefit of this research project, the video artefacts and written submissions capture rich data that will be analysed as part of the range of data collection across multiple events to establish principles of Academic Development good practice. This will be complemented by stakeholder views of good practice, captured by surveys, focus groups, and interviews.

Outcome 5 (Establish principles and recommendations): Achieved

A set of principles and recommendations to CAULLT, focusing on the development of a strategic approach to sustainability of an awards system.

Principles and recommendations:

for a strategic approach to a sustainable annual event and award system include:

1. **Offer an annual one-day Advancing Academic Development (AAD) event.** Project 1 identified the need for focused professional development for academic developers across the Australasian sector. Evaluations show that this event clearly addresses this need. Continuous quality enhancement of the event will further strengthen its standing.
2. **National recognition of good practice is valued by universities.** Therefore, an opportunity for nomination and recognition of institutions' programs incentivises engagement.

3. **Clearly positioning the event and awards as an Australasian project** results in a high level of engagement from both Australian and New Zealand universities.
4. **While a wide range of PD activities rated highly, the highest in perceived value is peer-reviewed good practices of peers.** Including awards within the program and asking finalists to present Pecha Kuchas is therefore integral to the success of the program.
5. **Capturing good practices on video, and disseminating them via a web site, has multiple benefits** to presenters, audiences, and data collection/analysis. However, cost implications need to be considered.
6. **Sponsorship can complement CAULLT funding and enable higher attendance at a free event,** and in-kind support from the hosting institution is necessary.
7. **An awards program provides numerous benefits to nominees** including reflective practice; recognition (which is otherwise rare for ADs); increased awareness of the work of ADs; and an opportunity to learn from the good practices of others.
8. **Integrating the event with CAULLT activities brings multiple benefits.** Alignment and collaboration can raise awareness of the role and leadership of CAULLT across the Australasian sector. By holding the AAD event at the same venue on the day before the CAULLT conference, and by inviting finalists to attend the first day of the CAULLT conference, new members have been attracted to CAULLT. This approach can also aid a through-line of succession from AD to learning leader. Greater integration with CAULLT can be achieved by ensuring promotion of the AAD event with promotion of the CAULLT conference, and sending nomination calls through the CAULLT membership.

Objective 3 (Ascertain the value of the model and make recommendations): Achieved

By evaluating the impact of participation on award nominees and attendees at the event and thereby establishing multidimensional benefits of the approach (including the effects of good practice presentations as a form of Professional Development), our aim was to make recommendations for future events including principles, approach, and ways to achieving greater integration of the event with CAULLT activities and goals.

Research outputs

To disseminate the research findings from this project,

The project team have presented at the following conferences:

Hamilton, J.G., Adam, A. & Harvey, M. (2019). *Facilitating qualitative research in higher education through the strategic recognition of good practice*. Presentation at the 17th Qualitative Methods Conference. 1-3 May, 2019, Brisbane.

Hamilton, J.G., Adam, A. & Harvey, M. (2019). *Ensuring reciprocal benefits to research participants*. Presentation at the 2019 CAULLT Conference, QUT, 8 November, 2019

In addition, submissions were made to, and accepted for, the following conferences (cancelled due to the Corona Virus outbreak)

Hamilton, J.G., Adam, A. & Harvey, M. (2019). *Recognising, sharing and inspiring good practice: An effective approach to professional development to ensure future-ready educational developers*, ICED 2020, "The Future-Ready Graduate", 15-18 June 2020, ETH Zurich

Harvey, M., Hamilton, J., Adam, A. Symposium: Advancing Academic Development: A new model for integrating recognition and professional development, HERDSA Conference, 30 June – 3 July 2020, Brisbane

Adam, A., Harvey, M., Hamilton, J. A new model for recognising, sharing and rewarding good practice to enable professional learning for Academic Developers, HERDSA Conference, 30 June – 3 July 2020, Brisbane

In addition, submission was made to the following conference (cancelled due to the Corona Virus outbreak prior to review):

Hamilton, J.G., Adam, A. & Harvey, M. (2019) *Recognising and sharing good practice: A model for inspiring high quality and innovative Academic Development*, ISSOTL 2020 Conference, Sustainable Education through SoTL, October 27 to 30, Perth

A suite of papers is planned for submission to high quality journals.

Budget and expenditure

The proposed budget for the project included the costs for following items:

Catering (50 attendees @ \$65pp): \$3,250

Material costs and equipment hire: \$1,500

Administrative support (event management, HEW 6, step 1): \$1,500

Research Assistance Level 1 (75 hours + on-costs): \$3,750

It was anticipated that venue hire would be provided as in-kind support from CAULLT member institution aligned with the CAULLT conference.

Upon securing sponsorship, the budget was recast and spent as follows:

	Source	Amount allocated	Actuals
Income	CAULLT Grant		\$10,000
	HERSA QLD		\$1,000
	UniSuper		\$2,000
			\$13,000
Expenditure	Catering (100 attendees @ \$50pp)	\$5,000	\$3,100
	Videographers and editing inc \$75 parking	\$4,090	\$4,090
	Gifts for keynote presenters	\$50	\$50
	Research Assistance	\$1,000	\$2,619
	Trophies	\$800	\$799
	Travel for trophies		\$72
	Vimeo Account	\$316	\$316
	WIX site	\$300	\$300
	Speaker flights, accommodation	\$1500	Jade Kennedy \$604 Alan Goody \$1000 (transfer)
	Gifts for presenters		\$50
		\$13,056	\$13,000

In-kind support from participating universities included:

Support	Institution	Investment
Pre-production x 11 hours	QUT	\$605
Videography x 24 hours		\$1,320
Editing x 28 hours		\$1,540
Feedback, re-editing and delivery x 10 hours		\$550
Website Build	QUT	\$1,050
Venue Hire with AV and technical support	QUT	\$1,750
Room set up and break down, and event support	QUT	\$700
Academic support	UTAS, QUT, UNSW	\$23,874
3 x academics at 0.1 x 26 weeks (averaged)		
Administrative support	QUT	\$1,555
1 x HEW 5 x 28 hours x \$55.55		
	Total	\$32,944

References

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Appendix A. AAD program



Academic development has a focus on good practice and on enhancing practice for all the dimensions of teaching, learning and scholarship and aims to develop teaching, curriculum, and leadership of teaching practice so as to, in turn, support high quality student learning. Mårtensson. (2014); Mukerji & Tripathi, P. (2017)

Advancing Academic Development Event

Wednesday, 6th November, 2019

OJW Room (S Block Level 12) Gardens Point Campus, QUT, Brisbane

9.30	Registration	
10.00	Acknowledgement of Country and Welcome to QUT Professor Jillian Hamilton, Director: Research, Innovation and Impact-Learning & Teaching	
10.10	Welcome to the Advancing Academic Development Event	
10.20	Keynote: Dr Allan Goody, President International Consortium for Educational Development An international perspective: roles, issues and challenges of Academic Development	
10.50	Keynote: Jade Kennedy: 2018 Winner of the Australasian Academic Development Good Practice Awards for Jindaola Jindaola: An Aboriginal approach for academic and curriculum development	
11.20	Question and answer session	
11.30	Morning tea	
11.50	Pecha Kucha Presentations: The finalists Australasian Academic Development Good Practice Awards (Please see next page for the list of finalists)	
1.30	Lunch	
2.15	Parallel sessions:	
Session 1	Level 6, S636/7 Academic Development workshop: <i>Demonstrating impact through scholarly enquiry, research, and evaluation</i>	Level 12, S1201 Interviews with good practice finalists <i>Principles, practices, and value of good Academic Development practice</i>
3.00	Transition to parallel session via afternoon tea	
3.10-3.55	Level 6, S636/7 Academic Development workshop: <i>Communicating a purposeful mission</i>	Level 12, S1201 Interviews with good practice finalists <i>Principles, practices and value of good Academic Development practice</i>
Session 2		
4.05	A research update: Advancing Academic Development	
4.30	Australasian Academic Development Advancement Award presentations	
5.00pm	Close	



Australasian Good Practice Award FINALISTS' PRESENTATIONS

- ◆ Dr Chie Adachi and team, Deakin University:

Transforming Digital Learning – A MOOC for Digital Learning Professionals

- ◆ Associate Professor Andrea Carr and Dr Jo-Anne Kelder, The University of Tasmania:

Everyday Scholarship Engaging Every Teacher

- ◆ Janet Frizzarin, The University of Queensland:

UQ2U – Blended and Active Learning Program

- ◆ Miriam Bennett and Trish McCluskey, Victoria University:

Student Partners in Academic Development

- ◆ Dr Catherine Moore, Edith Cowan University:

An Assessment Approach to Academic Development

- ◆ Colleen Ortega, The University of Adelaide:

Program Enhancement Partnership

- ◆ Dr Anna Rowe, The University of New South Wales:

Academic Mentoring at UNSW

- ◆ Professor Kerry Shephard, University of Otago:

The New Academic Staff Conference

- ◆ Adrian Stagg, University of Southern Queensland:

Learning Communities that Support Open Education Practice

- ◆ Associate Professor Kathryn Sutherland and team, Victoria University of Wellington:

Ako in Action: Co-constructing Learning and Teaching with Students and Staff



Academic development focuses on good practice and enhancing practice for all dimensions of teaching, learning and scholarship. Academic development aims to develop teaching, curriculum, and leadership of teaching so as to, in turn, support high quality student learning. Higher education staff who support academic development may be referred to as academic, educational or professional developers.²

INVITATION

**You are invited to nominate a Good Practice for the
2019 Australasian Academic Development Good Practice Awards.**

The 2019 Australasian Academic Development Good Practice Awards seek to identify leaders and innovators in academic development by recognising good practice for enhancing practice across the dimensions of teaching, learning, and scholarship. The awards are supported by the Council of Australasian University Leaders in Learning and Teaching (CAULLT) and QLD HERDSA.

2019 Australasian Academic Development Good Practice Award finalists will be invited to present and be recognised at the **Advancing Academic Development Event** to be held on **6th November, 2019** at **QUT, Brisbane**. Award winners will also be showcased at the national CAULLT conference on **7th November, 2019**, and their case examples will be promoted on the AAD website (<https://www.advancingacademicdevelopment.net/>) and CAULLT websites (<https://www.caullt.edu.au/>).

Criteria for Awards

Each nomination must clearly address the following criteria:

1) Principles of good learning and teaching

Clear principles of good learning and teaching are addressed by your good practice, including a well-reasoned driver/rationale/ 'why' of the academic development at the heart of the nomination.

Scholarship (reference to literature/ precedents in practice) underpinning the principles is succinctly explained and cited.

2) Impact

The scale and reach of your good practice are outlined and evidence of its value, impact, and influence on the learning and teaching practice of others is provided. (Scale and reach will be relative to opportunity and the purpose of the initiative.)

3) Innovative and/or distinctive

The practice is innovative and/or distinctive in its approach to addressing a contextual need (organisational strategic priorities, academic cohort, and/or disciplinary academic practices).

Nomination form over page.

² Mårtensson, K. (2014) and Mukerji, S., & Tripathi, P. (eds.). (2017).



2019 Australasian Academic Development Good Practice Awards NOMINATION FORM

Contact details – full name, address and email	
Title of your good practice (50 characters maximum)	
Institution	
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution Other: _____
Your academic development good practice as an abstract (300 words maximum) <i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning; and its value and impact.</i> <i>(Suggestions for what may also be included:</i> - critical factors contributing to success - positive outcomes and influence - resources needed to support the initiative - challenges and areas for future improvement - application to other contexts.)	
Criteria addressed by your good practice (highlight/tick)	1. Principle/s of good learning and teaching 2. Impact 3. Innovative and/or Distinctive
<input type="checkbox"/> I agree to the uploading of my academic development good practice to the AAD website	

Examples of previous (2018) Good Practice Presentations:

advancingacademicdevelopment.net/good-practices

Nominations close on **Friday, 20th September, 2019** and are to be emailed as a **Word document** attachment to andrea.adam@utas.edu.au

Finalists will be notified by Wednesday, 2nd October, 2019. Finalists and delegates will have their **registration for the Advancing Academic Development Event sponsored by the project.** (Travel and accommodation to be funded by participants' home universities.)