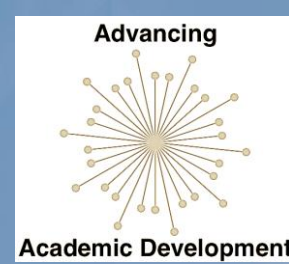


2019 Australasian Academic Development Good Practice Awards



Professor Kerry Shephard

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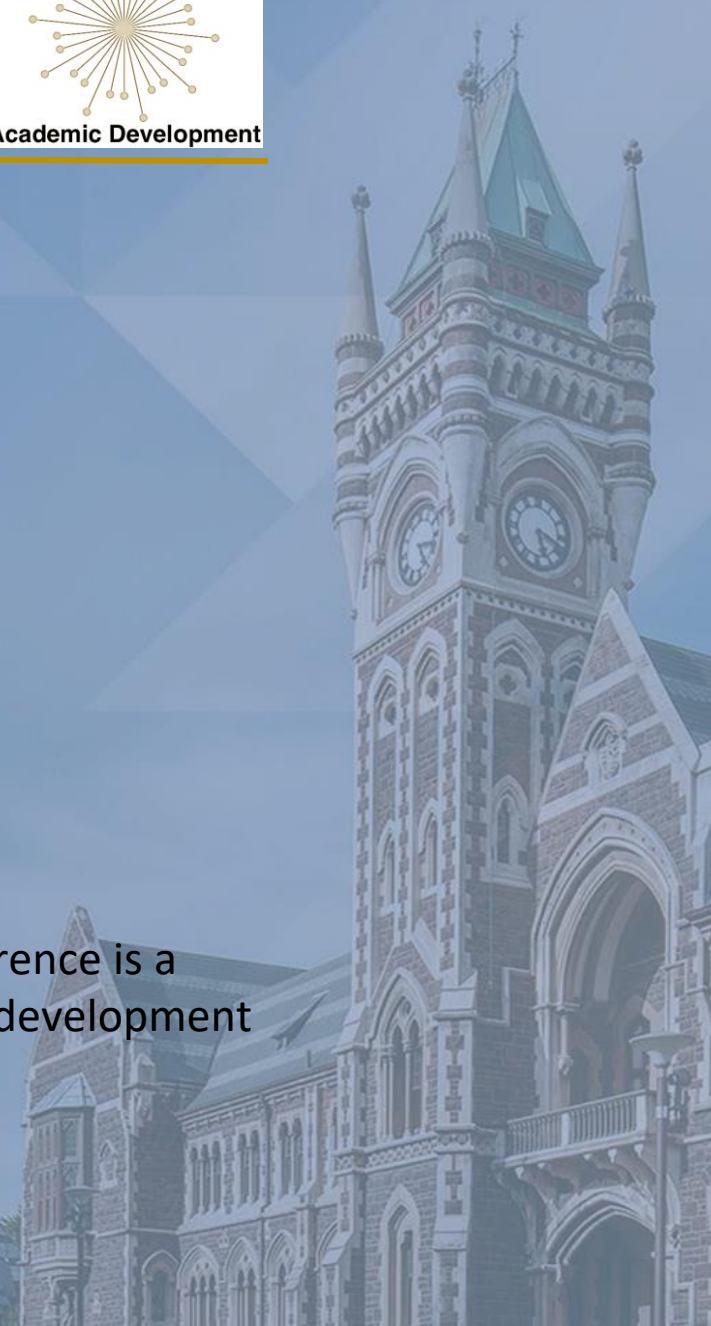
<https://www.otago.ac.nz/hedc/>

Higher Education Development Centre

University of Otago

New Zealand

Our New Academic Staff Conference is a
whole-of-Institution academic-development
endeavour



Otago's New Academic Staff Conference

Once a year in October typically with 50 to 60 participants and perhaps 50 to 60 contributors

Since 2015; voluntary, highly interactive and centred on the needs of participants

In 2019 we started with a working breakfast hosted by the Vice Chancellor and finished two days later with a conversation on publication; in between ...

I felt welcome

It is a well organized and high quality conference

The most useful part was talking with other new staff about what they were doing, and finding research synchronicities

I didn't know what to expect and found the two days to be extremely useful. Definitely a must for a new staff member and the earlier in the appointment the better

Principles underpinning (how it works)

Since 2015, the NASC has been designed around constructivist and transformational learning theory (owing much to Dewey, Piaget, Bruner, Vygotsky and Mezirow).

Conversation
Engagement
Participation
Collegiality

We (try to) celebrate the unexpected

The social part; i.e., meeting new people. The second day was the best part (see Q1). I learned so much from talking to the different staff

I've known for a while that support services exist but have never had a chance to investigate what each of the different sections do

Great networking opportunity and a practical experience on how the university works

The meetings around campus, getting out on foot and locating new resources

Who enacts this good practice?

'Good' ... in the context of
scholarship ... works at several
levels ...

Me ...

Our contributors ...

Our participants ...

It was all great, but especially the time
to get to know other new staff. Visits
around campus were excellent

It was nice to get a sense of who the
Vice chancellor is, her values and
perspective

I thought the second day was VERY
useful, especially the part when we
visited the various centres and the
"speed dating" format in the afternoon

Kerry's organization was the best and
he has the perfect personality for
leading this operation

I found the panel session with the Deputy Vice Chancellors quite long

Distinctive?

Too many tea breaks. My god. Maybe it's a cultural thing, but as an American I'm still not used to all the tea breaks and forced socialising in this country

Innovative?

Exemplary?

I would have liked the DVCs to talk a bit more about the relationship between their roles and new academic staff rather than just giving us a breakdown of the different parts of the organisation that reported to them

Evidence of impact

(nearly) Everyone values this conference
96%, 92%, 96% 1s and 2s for last three
years

Impacts on participants and on
contributors? Possibility of
transformational **change**?

Impacts on student learning?

**I am going to try to attend a
wide range of events
across the university as a
way to continue this kind of
contact**

**... my take home message
was that university wants
me to succeed and will
help me do so**

Meeting other new staff,
**feeling more like I was part
of a community**, getting a
much better sense of what
the University cares about
and what is prioritised and
supported

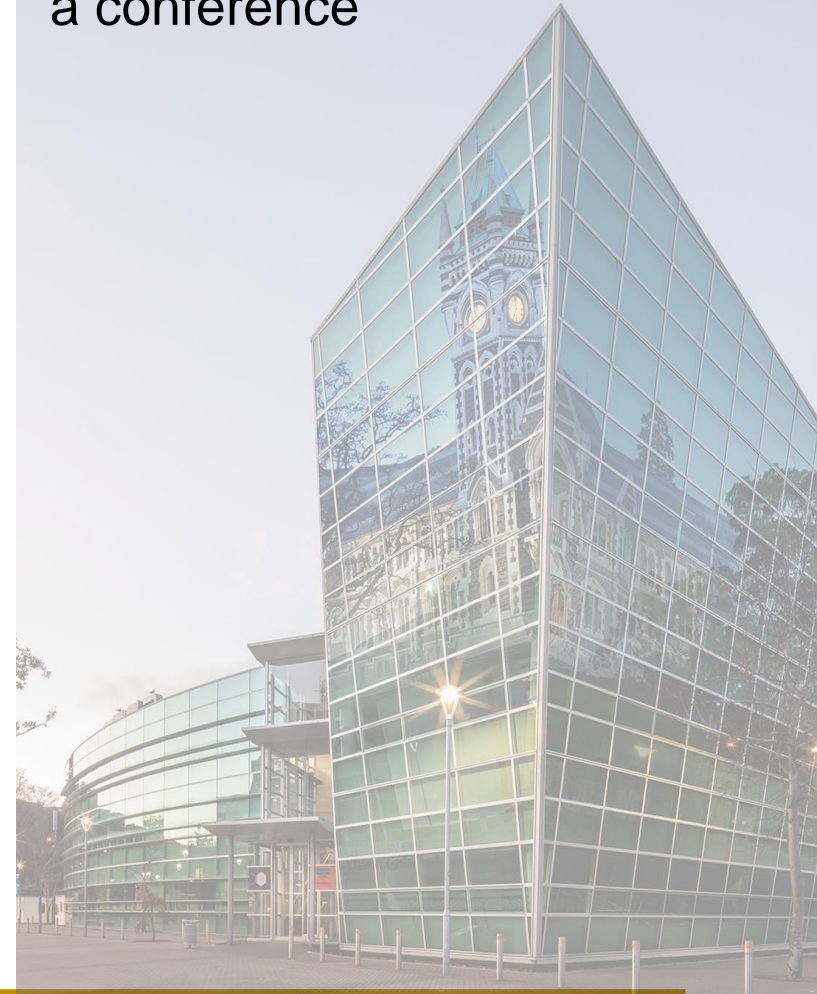
How does it support good learning and **scholarly** teaching?

HE needs to research its own practices if it is to fully understand its role in the 21st Century

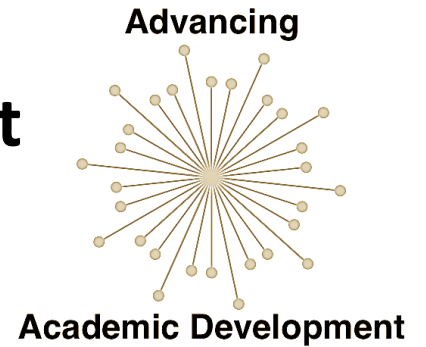
The key to researching our practices is to support the development of university colleagues for whom scholarship is second nature

HEDC as a research-led academic development unit with a reputation to lead change

I suppose I thought about it beforehand as an information session, whereas it's definitely a conference



2019 Australasian Academic Development Good Practice Awards



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Organisational level of the good practice : Whole-of-Institution

Learning communities that support open education practices (OEP)

The USQ grant learning communities are structured, participant-driven experiences providing direct, ongoing support to grant projects that facilitate quality outcomes for participants and their students.

Foundational design principles

Recognising that

(i) Learning and teaching grants are a form of professional development that support purposeful change

(ii) Most grant programs leave the awardee reliant on their skills and networks alone

(iii) Shared experience creates opportunities for longer-lasting commitment to change in practice

Building a community

(starting with Web Zero)

- Community facilitator
- Grants and Awards Officer
- Grant Awardees
- Invited community members

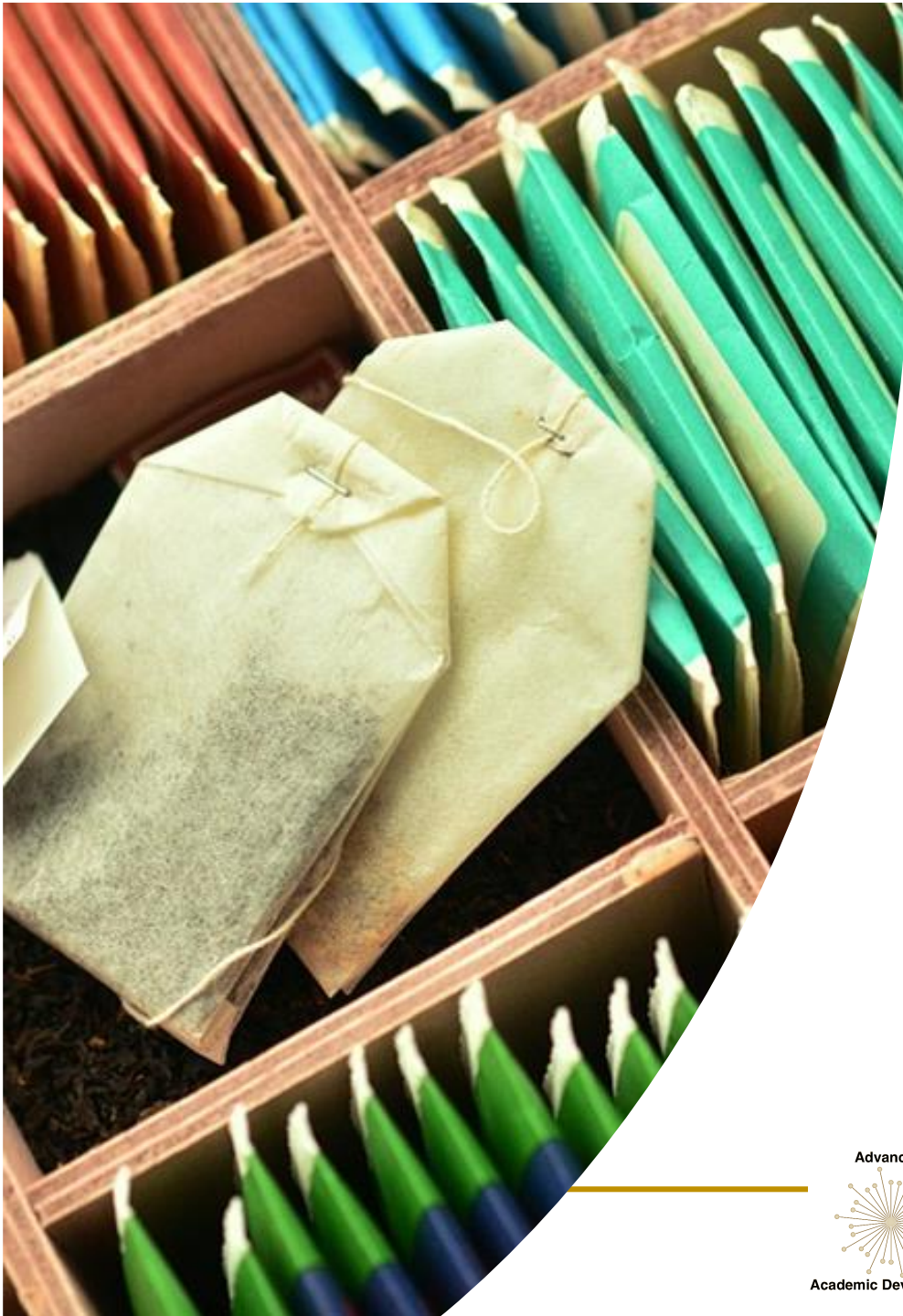
"I never felt as if we were being judged or pushed. We were being enabled and, you know, for me and my group that really felt great." (Participant 2)

Advancing



Academic Development





Structuring the community to support success

The community fosters cross-disciplinary collaboration, peer-review of outputs, authentically connects domain knowledge in OEP to specific disciplinary contexts that transform teaching practices, and create institutional networks to benefit practice beyond the grant lifecycle.

Participant feedback (and beyond)

"... sometimes they [other grant participants] ask the question, maybe I know something and then I can also use my knowledge and help others..." (P2)

"Listening to the other people, when we go to ...meetings...was a real eye-opener. It was something that gave me ideas, things to aspire to." (P1)

Advancing



Academic Development





**13 Grants
(2015-2019)**



44 Staff



9 disciplines



**1 open course
1 OER collection
1 open assessment
2 micro-courses
2 OSS applications
3 open co-curricula courses
3 open texts**



**75% of outputs
are sustained
beyond the
funded period**



**c. \$164,000 in
student savings**



**17 journal and
conference
publications**

Impact, reach, and success

5 Ways the community supports good learning & teaching

(i) Privileges the centrality of student success

(ii) Combines contextualised support with regular feedback

(iii) Builds intra-institutional connections

(iv) Secures a sense of ownership of enacted change

(v) Curates an evidence base for success, impact, awards, grants, and promotion

Advancing



Academic Development

The 2019 Advancing
Academic
Development Event
and
Good Practice
Awards
Acknowledge the
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