



Annual Report 2010

University Teaching Development Centre
Victoria University of Wellington

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University Teaching Development Centre
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2010 in Review

This has been a significant year in the UTDC's history. The University Learning and Teaching Strategy 2010-2014 has initiated a substantial programme of work for the University and particularly for the UTDC. An important part of that programme was the review of the UTDC and SLSS conducted under the leadership of the AVC Academic in September. This has made a number of recommendations that will be acted upon in the coming year but most importantly it has already seen the University reaffirm the value of our work and invest additional resources in academic development. The early part of 2011 should see the appointment of a new team of three academic development staff. Working in partnership with the SLSS this should see the Learning and Teaching Strategy action plan well supported in the coming years. The position of Director of the UTDC will be advertised internationally in the New Year and will provide certainty for the leadership of the newly revitalised unit. 2011 will also see the UTDC renamed to better reflect the range of activities we undertake and to more effectively communicate our identity throughout the university.

Despite the ongoing constraints of staffing, the year has seen a number of operational successes. The *Student Feedback on Teaching and Courses Policy* was approved by the Academic Board in May and sets in place a framework for completing the quality improvement cycle with students. Among other significant changes the results of course feedback must now be shared with students and teaching feedback is being reported to Heads of Schools and PVCs. This is expected to see a much greater engagement with student feedback information as part of a wider use of institutional research and analysis in 2011. The UTDC is also piloting collection of feedback online at the end of trimester three 2010 for fully online or distance courses and based on that trial will be providing a full service to these courses from trimester one 2011.

The Developing Scholarly Habits project funded by the UTDC and the Ako Aotearoa Central Hub was very successful and is to be replicated in 2011 in the Faculty of Humanities and Social Sciences. Building on this success Kathryn Sutherland has been awarded \$122,000 from the Ako Aotearoa National Project Fund to continue her research work on the experiences of early career academics in New Zealand. Work with programmes to align courses with the university graduate attributes and identity clear pathways for student progression and achievement of their chosen major continued in the Faculty of Commerce and Administration and also in the Faculty of Architecture and Design. The IPENZ accreditation of the Faculty of Engineering has recommended that that Faculty also engage in the process and this is set to commence in February 2011. The number of workshops hours offered dramatically increased with over 4000 session hours attended by over 1200 staff. This reflected increases in the sessions for Tutors, Programme (Re)development, and on Educational Technology. This latter growth was driven in part by the major upgrade to Blackboard 9.1, which was undertaken successfully in October and which sees the University well positioned to use the current tools provided by Blackboard.

Amanda Gilbert was a Highly Commended Award Winner at the Emerald Literati Network Awards for Excellence 2010 for her joint authorship of the paper *Professional development: assuring quality in e-learning policy and practice* published in the journal *Quality Assurance in Education*. Kathryn Sutherland's paper *Nurturing undergraduate tutors' role in the university teaching community* was voted the article of the year, 2009, for the international journal *Mentoring and Tutoring: Partnership in Learning*. Kathryn and Linda Bowden also won the 2010 HERDSA Creative Presentation award for this presentation on the paper *Students' perceptions of the effects of coursework on their development of graduate attributes* that was reprised at the VUW HERDSA colloquium in September (http://www.utdc.vuw.ac.nz/events/herdsa/herdsa_abstracts_2010.shtml#Bowden).

In addition to Kathryn's success, Stephen Marshall was also part of a successful application for research funding in the 2010 round of the Ako Aotearoa National Project Fund with a collaborative project *Graduate Attributes – Are they driving learning? And who knows about them?* Stephen's research on organisational change using the e-learning maturity model was funded for 2010-2011 under the 2009 funding round. The UTDC also took pride in our support of this year's National Tertiary Teaching Excellence Award Winner Sara Kinson in the School of Geography, Environment and Earth Sciences. Her success reflected the excellence of her teaching and the ongoing success Victoria has achieved with these awards continues to reflect the high standards achieved by individual teachers here at Victoria. The UTDC is working with the Victoria winners to draw on their expertise in ways that will further improve learning and teaching in the future.

Looking to the future, 2011 is likely to continue to present significant challenges to the University given the financial and policy environment facing tertiary education in New Zealand. The implementation of the Learning and Teaching Strategy and the outcomes of the Review offer significant opportunities for the UTDC as well as the responsibility to show a significant outcome from the additional resources we are being granted. We look forward to our newly expanded team providing the best possible support for the wider Victoria community as they engage with the learning and teaching in 2011.

The UTDC and Student Learning Support Services Review

The review of the UTDC and SLSS was conducted in September under the leadership of the AVC Academic in September with an external panel consisting of Professor Geoff Crisp (University of Adelaide), Mr Geoff Pearman (Partners in Change, formerly University of Canterbury) and Professor Lorraine Stefani (University of Auckland). The terms of reference for the review were:

Having regard to the learning and teaching goals formulated in Victoria's Strategic Plan and Learning and Teaching Strategy, the review panel is asked to advise on the following issues:

- 1. The scope, quality and coherence of the learning support and teaching development provided by the responsible units, including identifying any significant gaps in current functions and activities;*
- 2. The extent to which current formal connections between and within staff groups in these areas should be further developed in order to facilitate the design and delivery of coherent, high-quality support for the learning and teaching at the University, with a particular focus on the whole student experience;*
- 3. The effectiveness of current linkages between these services and academic schools and programmes and other relevant central service units;*

The review panel made 24 recommendations for the University, UTDC and SLSS. These will be explored in early 2011 and, in conjunction with the Learning and Teaching Strategy will drive the operational priorities for the centre over the next few years.

Recommendation 1:

That the position of Director of the UTDC be filled with a permanent senior level academic appointment (professor or associate professor) as soon as practicable.

Recommendation 2:

That provision be made for further appointments at lecturer or senior lecturer level to address specific teaching development needs that have been clearly identified.

Recommendation 3:

That there be an exploration of the feasibility of establishing adjunct positions for the UTDC staff in the Faculty of Education and vice versa for staff with relevant research interests from the Faculty of Education.

Recommendation 4:

That the key stakeholders and partners be clearly identified and regularly engaged with through formal lines of communication.

Recommendation 5:

That the UTDC engage particularly with the Deans, the Heads of School and the Programme Directors on a regular basis to negotiate specific and relevant projects in line with the Learning and Teaching Strategy.

Recommendation 6:

That the UTDC contribute to coherence in the implementation of the Learning and Teaching strategy by:

- ensuring effective communication and collaboration among those undertaking teaching and learning projects; and
- communicating that coherence in the annual report and through other internal communications.

Recommendation 7:

That the annual plan for the UTDC be made available to the Learning and Teaching Strategy Committee and the Academic Committee for comment before being approved by the Academic Office.

Recommendation 8:

That a means of measuring the outcomes and impacts of the services be established so that they can be reported on by the UTDC and reflected on the above committees and other units in the University.

Recommendation 9:

That the UTDC continue to contribute to an active tutor training programme in partnership with academic programmes and SLSS.

Recommendation 10:

That contributions from staff in the SLSS be included in new staff orientation programmes and in an appropriate way on the PHELT.

Recommendation 11:

That the desirability of nesting the PHELT Certificate into a Masters level qualification in the Faculty of Education be explored.

Recommendation 12:

That recognition of educational practice and achievement, including the completion of PHELT and other formal qualifications, be explicitly defined in the promotions criteria of the University.

Recommendation 13:

That the student feedback data be embedded in the University data reporting.

Recommendation 14:

That the name of the UTDC be changed to avoid an easily forgotten acronym and to reflect a new role for the unit.

Recommendation 15:

That the physical location of the UTDC in relation to its strategic function be considered as a part of future problem solving around the use of University space.

Recommendation 16:

That a model of student learning development with the explicitly stated goal of developing active and autonomous learning be reaffirmed and critically applied to all current operations.

Recommendation 17:

That, in the light of the model of learning development that has been articulated under Recommendation 16, and in the context of increased demand from more students, the sustainability of the current provision be considered and alternative ways of providing learning support be investigated.

Recommendation 18:

That a pre-emptive plan in partnership with specific disciplinary areas be developed that addresses known academic issues in those areas.

Recommendation 19:

That an explicit strategy be developed in partnership with Schools to work with students who might be developing a dependency on the support of the unit for their academic achievement.

Recommendation 20:

That a regular report is made by the SLSS to the UTDC of the top ten issues with which students present and that these are eventually published in Spectrum

Recommendation 21:

That the unit be renamed to be consistent with the model of active and autonomous learning that has been articulated.

Recommendation 22:

That a shift in the balance from generic to more discipline-based support be considered based on an analysis of learning needs in relation to course objectives and assessment.

Recommendation 23:

That a means of measuring the outcomes and impact of services be established that can be reported to other units in the University.

Recommendation 24:

That SLSS take responsibility for tutor training with input from UTDC.

The Centre's Mission, Objectives & Priorities

MISSION

The University Teaching Development Centre (UTDC) supports the Victoria University of Wellington community in its pursuit of excellence in all aspects of teaching and learning. We achieve this through the provision of professional development in teaching, research into higher education, course and teaching evaluations and other practical services.

VALUES

In seeking to realise our mission, we operate in accordance with the following values

- A commitment to promoting the highest quality in teaching, scholarship and research;
- A commitment to fostering a community of learning, in partnership with all parts of the University and its staff, cognisant of our obligations under the Treaty of Waitangi;
- A commitment to recognising that our most valuable assets are the specialist and professional knowledge of our staff;
- A commitment to the intellectual achievement and personal growth of our staff within a balanced and supportive environment; and
- A commitment to the development and dissemination of new and creative ideas.

OPERATIONAL PRIORITIES

The UTDC seeks to meet its strategic objectives through four main programmes, which together we believe provide an integrated approach to professional development, quality assurance, and the promotion of innovation. These programmes are underpinned by scholarship and research conducted professionally in partnership with various elements of the University and wider academic community.

Academic Staff Development

The UTDC runs a triannual Orientation programme for new academic staff, which is designed to provide a background to teaching in the VUW context, and introduces new academic staff to a range of topics which have a direct impact on their teaching role at VUW. Throughout the year, the UTDC offers a variety of academic development workshops and lunchtime discussions on a range of topics, although where possible we prioritise sessions aimed at improving programmes as a whole. For staff interested in obtaining teaching qualifications we offer the Postgraduate Certificate in Higher Education Learning and Teaching. The UTDC also actively supports the MANU-Ao staff development initiative for Māori academics.

Student Feedback Services

A core function of the UTDC is to support the collection of student feedback for Victoria University courses and teaching staff. The primary aim of the system is to provide teaching staff with feedback to help improve the quality of courses and teaching. The UTDC is also involved in the development of formative questionnaires, programme reviews, facilitated evaluations, and lecturer/tutor observations.

Educational Technology Services

The UTDC provides advice and support for the development and integration of new techniques and technologies into teaching. The focus is on encouraging the use of educational technology, in pedagogically sound ways, to respond to the increasing diversity of student and staff needs in the area of learning and teaching. Support and training is also provided for staff wishing to utilise the University's learning management system (Blackboard). The UTDC works closely with the Central Student Administration group to ensure that the learning management system is meeting the ever-changing needs of students and staff.

Learning and Teaching Advice and Policy Development

The UTDC provides advice and collaborates with the office of the AVC Academic on the development of University policies covering a range of issues related to learning and teaching, including: staff development, workloads, assessment, the Learning and Teaching Plan, evaluation of teaching, quality audit, academic staff appraisal, research supervision, tutor training, group and peer assessment, flexible learning, and the relationship of the University to the wider context of higher education.

Staff Responsibilities and Professional Interests



***Stephen Marshall, Senior Lecturer, Acting Director (June 2008 –)
BSc(Hons), Grad Dip Sci (Comp Sci), PhD***

Stephen is Acting Director responsible for the management of the UTDC and the associated planning and policy work. He is also responsible for assisting faculties and programmes redeveloping their curricula and aligning courses and programmes to support achievement of the University's graduate attributes. Stephen also assists staff with the effective use of technology in the delivery of learning and teaching. Stephen is a member of the executive of the Australasian Council on Open and Distance Education a member of the Ministry of Education Tertiary E-Learning Reference Group and an invited member of the IMS Learning Technologies Advisory Council and the New Media Consortium's 2010 Horizon Report: Australia-New Zealand Edition Advisory Board.



***Irina Elgort, Lecturer, Educational Technology
BA, DipTESL, MEd, MA, PhD***

Irina provides training and professional development opportunities for VUW staff in the use of educational technology for teaching and learning, and related areas. She supports University staff with course planning, and advice and assistance in developing teaching materials for flexible learning environments. Irina coordinates academic aspects of the University's Learning Management System (Blackboard), and is the UTDC liaison person with the Student Management Services group. Irina's research interests include user perceptions of technology in flexible learning environments, online collaboration, computer assisted language learning and second language acquisition of vocabulary.



***Amanda Gilbert, Temporary Lecturer, Tutor development and Pathways project (Fixed term appointment ending December 2011),
BA(Hons) Exon. PhD Shef.***

Amanda provides academic development for academic staff across the university. She is a member of the Pathways to Success working group and is focusing particularly on developing graduate attributes for the university's undergraduate programmes and understanding the first year experience of students. Amanda has led the deployment of classroom feedback technology (clickers) at Victoria and supports staff using more interactive techniques as part of lecturing. Amanda's research interests are in curriculum development and evaluation and the role of feedback in assessment and student improvement.



***Meegan Hall, Lecturer,
BA***

Meegan is responsible for developing, coordinating and providing academic development in teaching and learning for Victoria's Māori and Pacific academic staff. She also contributes to the wider work of the UTDC in the areas of academic development, policy advice, consultation, teaching, and research into teaching and learning.



Kathryn Sutherland, Senior Lecturer (Currently on secondment to the Faculty of Humanities and Social Sciences)

BA(Hons) Waik, MA Vic(BC), PhD Massey, PGDipTertTchg Otago

Kathryn's main responsibilities are coordinating and teaching on the Postgraduate Certificate in Higher Education Learning and Teaching (PHELT), and running the Orientation to Teaching programme for new academic staff. She also coaches and supports Victoria and national Tertiary Teaching Excellence Award applicants. Kathryn is an active member of the Higher Education Research and Development Society of Australasia (HERDSA) and represents Wellington on the national committee. Her research focuses on early career academics, and the disciplinary identity and nature of academic development/ers.



Linda Bowden, Evaluations/Reviews Administrator

Linda administers the university feedback system and is responsible for ensuring the smooth running of the feedback process and generating the various reports and analysis documents arising from the data collected.



Terese McLeod, Administration Assistant

Terese provides general administrative support for all of the UTDC functions, logistical support to programmes and events, as well as being the contact point for enquiries and enrolments in UTDC events.

Programme Commentary

The UTDC offers four main programmes, which together provide an integrated approach to programme and course development, professional development of teaching staff, quality improvement and institutional research, the promotion of teaching innovation, particularly through the use of technology, as well as support for policy development and organisational change in learning and teaching at Victoria. These programmes are underpinned by scholarship and research conducted in partnership with various elements of the University and wider academic community.

ACADEMIC STAFF DEVELOPMENT

The UTDC runs an Orientation programme for new academic staff three times a year that is designed to provide a background to teaching in the VUW context, and introduces new academic staff to a range of topics that have a direct impact on their teaching role at VUW. Throughout the year, the UTDC offers a variety of academic development workshops and lunchtime discussions on a range of topics, although where possible we prioritise sessions aimed at improving programmes as a whole. For staff interested in obtaining teaching qualifications we offer the Postgraduate Certificate in Higher Education Learning and Teaching. The UTDC also actively supports the national MANU-Ao staff development initiative for Māori academics. The UTDC also runs an institutional learning and teaching symposium, Ako Victoria, celebrating learning and teaching at Victoria, and we administer and support staff applying for the Victoria Teaching Excellence Awards and the National Tertiary Teaching Excellence Awards.

Academic Staff Orientation

The Orientation programme for academic staff new to VUW continues to develop. 22 new academics attended the February programme, 14 in April and 16 in August. This represents a significant increase on numbers for 2009, reflecting the overall financial position of the University and the appointment of new staff. The programme has been deliberately organised into two main days, the first for all new staff, the second for staff new to teaching as well. Other workshops on more specific topics or to a greater depth are then organised around Orientation to complement the introductions given in the main programme. The review recommendations will see this programme further develop in 2011 to include contributions from the SLSS team.

Developing Scholarly Habits

Victoria no longer has a formal probationary period for new academic staff and the induction requirements are minimal. In 2010 the UTDC, with support from the Ako Aotearoa Central Hub, offered an intensive programme of mentoring and support to a pilot group of early career academics throughout trimesters one and two. The Developing Scholarly Habits (DSH) programme included two retreats (the second of which was funded by Ako Aotearoa), mentoring, weekly writing logs, buddy partnerships, monthly group meetings and a series of workshops. Ten participants from all seven of Victoria's teaching faculties took part, and improvements were seen across all areas of the programme and for all participants. Of most significance were the increases in submission of research work to peer-reviewed publication outlets (an almost threefold increase), improvements in work-life balance and general satisfaction, an increased personal sense for participants of both individual and relational agency, and a deepening awareness of both the body's and mind's needs at times of stress and busyness. A report on the DSH programme is being completed by Dr Kathryn Sutherland, and UTDC research fellow, Dr Pam Williams, and will be available from the UTDC website in January 2011. The success of the DSH programme has led to its adaptation to a specific faculty context for 2011, and DSH will be offered in the Faculty of Humanities and Social Sciences in 2011.

Postgraduate Certificate in Higher Education Learning and Teaching

The Postgraduate Certificate in Higher Education Learning and Teaching (PHELT) programme was coordinated by Professor Tom Angelo from 2006-2008 and Kathryn Sutherland took over the coordination in 2009. One of Kathryn's innovations was the introduction of monthly "Inspiration Afternoons" for the people enrolled in the second two courses, UTDC 502 (a research project) and UTDC 503 (a teaching or course portfolio). These Inspiration Afternoons have helped students in the two self-directed courses to keep on track, inspire each other, get feedback on work in progress and generally support each other's projects.

Eight participants completed UTDC501 in trimester one of 2010, and there are ten people enrolled for either UTDC502 or UTDC503 or both in trimester two, 2010 who will complete at the end of trimester three. Table 1 summarises the course evaluation results for UTDC501 for the last four years (well above university and faculty norms for comparable level courses).

Table 1 Course Evaluation Results for UTDC 501, 2007-2010

	Number of respondents	Total enrolled	Course well organised	Course info clearly communicated	Assessment preparation helped me learn	Feedback on work helpful	Workload
2007 T1	9	9	1.3	1.6	1.1	1.2	2.7
2008 T1	10	10	1.5	1.5	1.1	1.3	2.8
2009 T2	5	5	1.1	1.1	1.1	1.1	2.9
2010 T1	8	8	1.2	1.2	1.3	1.5	2.8
	Course stimulated interest	Encourage critical thinking	Encourage creative thinking	Develop communication skills	Value of learning from course	Overall quality of course	
2007 T1	1.1	1.1	1.3	2.8	1.1	1.1	
2008 T1	1.2	1.3	2.3	1.2	1.1	1.1	
2009 T2	1.3	1.3	1.3	2.0	1.1	1.1	
2010 T1	1.3	1.7	2.2	2.5	1.1	1.3	

Tutor Training

333 new tutors attended Introductory Training in Feb/March and June/July, with 46 attending follow up courses on Marking and Feedback and 14 attending Microteaching sessions to develop and improve individual teaching skills. This was a significant increase in the numbers from 2009, somewhat unexpectedly given the expectation that tutor numbers were declining in the Faculty of Humanities and Social Sciences.

Seminars, Workshops and Courses

The workshop programme in 2010 remained focused on targeted workshops for school and programme groups, with a particular emphasis on Blackboard, curriculum redesign and alignment with the University's graduate attributes and with the Pathways project objectives. This was a deliberate response to falling numbers engaging in generic workshops and feedback from staff that they preferred a more specific focus on their teaching context. The result of this approach is seen in the significant increase in Session Hours provided (Table 3). This increase is apparent in all areas of activity.

Table 2 Summary of professional development seminars/workshops offered by, or in conjunction with the UTDC (2010-2007)

Attendance and Enrolment	2010	2009	2008	2007
No of Sessions	90	52	84	130
Session length in hrs	271	165	203.5	298
Total Session hrs provided	4048	2451	2010	3610
Number enrolled	1341	751	1327	1780
Number attended	1266	689	1149	1599
Yield	94%	92%	86.5%	90%
Evaluation Ratings				
Overall quality of session	2.1	1.7	1.7	1.5
Overall usefulness of session	1.8	1.7	1.7	1.6
Overall effectiveness of presenter	1.6	1.6	1.5	1.4
Number of Respondents	536	494	929	1001
Evaluation Response Rate	42%	72%	80.85%	63%
Attendance by Session Type				
Orientation	97	60	327	204
Orientation (Specific)	0	0	9	28
Tutor Training (General)	431	286	283	330
Tutor Training (Specific)	14	0	85	162
Educational Technology	95	110	161	108
Ed Tech (Specific)	181	9	58	74

Academic Development	67	108	86	343
Academic Development (Specific)	352	116	105	306
Research	10	0	0	0
Institution-wide	0	0	0	44
Other	19	0	35	0
Total	1266	689	1149	1599

Key

Specific: Designed/offered/upon request for a specific School or programme

Institution-wide: Offered on at least 3 of the 4 campuses

Inter-institutional: Visiting Scholar sessions open to other institutions (eg, Massey, Open Polytechnic, etc)

Research: Offered by the Research Office, but facilitated by a UTDC staff member

Orientation: February programme workshops

Yield: Proportion of enrolling staff attending the sessions offered

Orientation specific: "Teaching and Learning" session/s at Navigate Vic days, as well as School or programme-based session for new academics only

MANU-Ao Programme

Manu-Ao is a Māori academic networking initiative, supported by Te Kahui Amokura (a Māori Standing Committee of the New Zealand Vice-Chancellors Committee), TEC, and in association with all eight New Zealand Universities. MANU-Ao aims to advance Māori scholarship, strengthen links between Māori academic and Māori professionals and accelerate Māori academic and professional leadership. It aims to provide an active link between academic leadership and Māori social, cultural and economic advancement. It also seeks to address the leadership crisis due to the lack of Māori in senior academic positions and provide a distinctive Māori brand of indigenous scholarship. Chapters are run by regional co-ordinators in each university, for Victoria, UTDC academic Meegan Hall is the co-ordinator. Victoria University has hosted the highest number of weekly MANU-Ao seminars broadcast nationally to the eight Universities of New Zealand using the BRCCS network.

The MANU-Ao academic development programme activities have included:

- eight writing retreats each between two to five days in length, that enabled 30+ Māori academic or general staff to progress or complete a range of writing projects
- the payment of fees and travel costs for Māori academic staff to attend Kura Reo Māori language training sessions and conferences.
- The co-hosting of a Māori Postgraduate Research Symposium in November 2009 at Te Herenga Waka Marae that featured presentations from five Māori PhD candidates, a keynote from MANU-Ao presenter Hon. Dr Pita Sharples, and a Writing Workshop facilitated by Dr Alice Te Punga Somerville and Dr Rawinia Higgins;
- The co-hosting of Kimihia, Rangahaua, a Māori Research Symposium in December 2009 that showcased projects from five Victoria University staff who were either Māori or were producing research about Māori;
- Workshops on academic writing , advanced reading, course design, microteaching, teaching Māori students and dealing with the media.
- A research project to identify, categorise and evaluate Māori research-related journals in order to create a ranked list that can be used by Victoria's Māori academics and their associated promotion panels and managers;
- A series of fortnightly lunch meetings between Māori academic supervisors and their Summer research scholars. The lunches were an opportunity to discuss the various research projects, share research ideas and tips and support each other in our work.
- The production of two booklets summarising key information about the history and tikanga processes of *Te Herenga Waka*, Victoria University's Marae, that will be disseminated amongst new and existing Māori academic staff.

LEARNING AND TEACHING ADVICE AND POLICY DEVELOPMENT

The UTDC provides advice and collaborates with the DVC Academic and the office of the AVC Academic on the development of University policies covering a range of issues related to learning and teaching, including: staff development, workloads, assessment, the Learning and Teaching Plan, evaluation of teaching, quality audit, academic staff appraisal, research supervision, tutor training, group and peer assessment, flexible learning, and the relationship of the University to the wider context of higher education.

In 2010 this has included involvement in the advisory group to the DVC Academic on the Learning and Teaching Strategy, the policy on Student Feedback, the Student Experience Strategy, and the Emerging Technology Working Group. The UTDC has also provided support to a number of the Learning and Teaching Fund projects supported by grants from the DVC Academic. These projects will be concluding early in 2011 and will have the opportunity to share their outcomes with the wider university community at the April Ako Victoria event.

At the organisational level, the UTDC has been active in promoting and supporting programme (re)development and also in the ongoing Pathways to Success project led by the AVC Academic.

Programme (Re)development

The Pathways project and the Victoria Learning and Teaching Strategy emphasise the need for the design of Victoria's academic programmes to more effectively support student success and progression. A significant priority for the UTDC has been developing a programme (re)development process that actively aligns academic programmes with the University graduate attributes and ensures that courses have been designed and implemented in a manner that supports students in attaining those attributes upon completion.

The Victoria Learning and Teaching Strategy 2010-2014 Action Plan states "Action 1.2: Reassess the University's graduate attributes with an emphasis on the identification of the learning opportunities that enable students to develop them; then embed this approach systematically in planning statements, course and programme approval processes, course outline templates, teaching portfolios and related processes and documents." The programme (re)development process facilitated by the UTDC (Appendix C) is aimed at ensuring programmes are explicitly designed to progressively support student attainment of the Graduate Attributes; incorporate a learning and teaching design consistent with the Teaching Quality Framework; and structured so as to maximise the productivity of staff teaching within the programme. The process of (re)developing programmes consists of three major activities undertaken initially, complemented with an ongoing activity gathering evidence of the effectiveness of the programme:

1. Development of programme or major specific graduate attributes, aligned with the University Graduate Attributes and any degree attributes defined by Faculties.
2. Review of the structure of the courses comprising the programme, including those offered by staff outside of the programme team (such as the BCA core), to ensure programme attributes are mapped to courses and progression pathways identified.
3. Review and development of course learning objectives, and alignment of feedback and assessment activities (formative and summative) with those objectives.
4. Development of a process for gathering evidence of the quality and effectiveness of the programme in supporting student achievement of the programme graduate attributes.

This programme was first developed to support the AACSB Accreditation of the Faculty of Commerce and Administration in 2008-2009, and was very well received by the Faculty (also see Appendix H):

"[Resolved by the FCA Board] that Stephen Marshall has been working with this Faculty for some time and his contribution has been outstanding. The amount of time and effort he has been putting in to work with individuals, groups within schools, and various Faculty groups over and above the routine work that the UTDC has to deal with, has been tremendous." *FCA Faculty Board Minutes 22 July 2009, page 5*

Subsequently, the process has been refined as is currently being applied to all programmes within the Faculty of Architecture and Design. The process was outlined to the panel conducting the IPENZ accreditation of the Faculty of Engineering in 2010 who noted:

"The panel recognised that Graduate Attribute mapping, and particularly the establishment of rigorous relationships between assessments and attributes, is currently a 'work in progress'.

Before the next accreditation review, this map should become much more specific because VUW is rolling out a "Programme Development Approach" across the university that seems likely to closely link the content and assessment of each course, including the non-engineering courses (e.g. Statistics etc), to the targeted Graduate Outcomes. The panel commended this initiative. **[See Recommendation 1]** *IPENZ report on the accreditation of the Faculty of Engineering 2010 (Final Draft) Page 8*

"Recommendation 1: Continue its work to link Graduate Outcomes to courses and assessments through VUW University Teaching Development Centre Director Stephen Marshall's "Programme Development Approach" *IPENZ report on the accreditation of the Faculty of Engineering 2010 (Final Draft)Page 17*

Work with the Faculty of Engineering on this process is scheduled to start in February 2011. Gathering evidence of impact and further development in the Faculty of Commerce and Administration is also a priority for 2011. The intention is to progressively apply this process to all programmes of the University over the next four years.

Pathways To Success

The Pathways to Success project was initiated by a review of undergraduate and honours degrees conducted in 2006. The review made a number of recommendations about the structure, design and quality assurance of programmes which have subsequently been used to guide learning and teaching at Victoria. Completion of the review recommendations remains a key action of the Victoria University Strategic Plan 2009-2014 "Complete implementation of Pathways to Success and embed new practice in teaching and learning" and consequently is supported by the UTDC both directly through Pathways projects coordinated with the AVC Academics office, and through the programme (re)development work described above.

Dr. Amanda Gilbert has been employed on a fixed-term contract from 2009 until the end of 2011 to support the Pathways projects. In 2010 this she has been continuing her work with first year course convenors to improve students' experiences of their study at Victoria. Results have been extremely positive and have provided useful directions for continued work on improving learning opportunities in first year courses. Evaluation of the writing courses provided as part of FCOM111 (2010) and MGMT101 (2009) demonstrated their value as an integral part of a first year core course. Course interventions in Biology (BIOL113) and Chemistry (CHEM113) have highlighted the positive impact of increasing student engagement on both retention and overall performance. Studies of critical thinking development in Chemistry (CHEM113 & CHEM114) have identified students' lack of understanding of the concept of critical thinking and have led to the formation of a Critical Thinking Interest Group to explore practical means of explicitly fostering critical thinking at undergraduate level. Project reports are being prepared for wider dissemination.

The Pathways group has also been reviewing the information provided to students as they make decisions about courses and begin studying. This has led to the development of a Course Information Project aimed at improving the quality of Course Outlines and handbooks and to provide students with a way of navigating along their individual pathway towards their degree.

In 2011 we hope to see a new format for course outlines being produced through Banner and the development of guidelines for provision of information to students on courses and programmes of study. Work on course (re)development to align courses with the University's Graduate Attributes will also continue.

STUDENT FEEDBACK AND INSTITUTIONAL RESEARCH

The UTDC undertakes a range of institutional research activities on behalf of the University. This is dominated by the collection of student feedback on teaching and courses, but also includes support for academic staff collecting informal, formative feedback on their teaching, administration of the Australasian Survey of Student Engagement (AUSSE), and research on student workloads. The UTDC is also involved in support for formal programme reviews and lecturer/tutor observations.

In Trimesters 1 and 2 of 2010, 2856 feedback requests were processed by the UTDC (Table 2). This is very similar to the numbers processed in the first two Trimesters of 2009. This suggests that the

final numbers for 2010 will be similar to those of 2009. A detailed analysis of feedback for the 2010 academic year will be provided to the University at the end of T3 2010, March 2011. As a result of the policy changes enacted this year (see below) this will be substantially changed from previous years.

The UTDC continued to provide a range of evaluation services both internally and externally to the University. This included follow up actions with different staff members to ensure that the evaluations were helpful and teaching development assistance offered. These follow up actions ranged from phone calls and memos, to personal meetings, sometimes resulting in several class visits and consultations as well as focus group meetings with students. There were 68 Centre for Lifelong Learning evaluations processed in 2010, compared with 262 in 2009 reflecting the shift by the Centre to a different system to collect this feedback. VILP (Victoria International Leadership Programme) evaluations increased from 36 in 2009 to 39 in 2010.

A total of 106,683 forms have been processed for T1 and T2 2010, compared with 100,470 for 2009.

Table 3 Feedback requests by year 2004-2010 (*only includes data from trimesters 1 and 2)

Year	Teaching	Tutoring	Course	Total
2004	1012	636	859	2540
2005	1149	676	1017	2895
2006	1203	703	950	2895
2007	1539	410	905	2854
2008	1379	644	915	2938
2009	1264	645	895	2804
2010*	1263	660	933	2856

Student Feedback Policy

The *Student Feedback on Teaching and Courses Policy* was approved by the Academic Board in May and sets in place a framework for completing the quality improvement cycle with students. This followed the 2005 review of VUW's course and teaching evaluations system instigated by the Assistant Vice-Chancellor (Academic) and Director of the UTDC. The 2005 review report recommended a number of changes to how information from students was used by the University, including the need to provide students with a response to their feedback and also increasing use of teaching feedback by University management as a tool to improve teaching.

The policy is the first formalisation of practice regarding the collection and use of student feedback on teaching and courses. It includes a range of policy statements around the collection of feedback that formalise existing processes and the responsibility of the UTDC to ensure that the information is collected appropriately. Significant changes to existing practice include:

- The reporting of feedback on teachers to Heads of Schools and PVCs annually;
- The reporting of feedback on courses to Heads of Schools and PVCs annually;
- The making available to staff and students through the University portal feedback on courses with an appropriate general commentary from UTDC on the interpretation of such feedback. A summary for a particular course will be replaced when a new evaluation for that course has been carried out.
- The requirement that all courses provide a brief statement to incoming students that summarises general feedback points from the previous cohort that are considered by the course coordinator to be salient along with an outline of any relevant changes that have been made to the course in the current offering.

Online Collection Of Student Feedback

A number of Victoria courses do not have face to face contact with students due to their being taught at a distance, remotely, or completely online. The total number of students in such courses is approximately 3% of the total for the university at this time, but this is likely to grow as technology increasingly provides students with more flexibility in their modes of study. The current paper-based feedback collection approach has significant limitations for these courses and so an online system is in development to provide an alternative mechanism for collection of the feedback. The system must meet the following criteria:

- It must be secure from unauthorized access to individual responses or reports;
- It must be able to collect responses to standard teaching, tutoring and course questions;

- It must be efficient to operate for requesting staff, students and UTDC staff;
- It must provide data in a form that allows for it to be included in the standard reporting systems used by the UTDC (for example to generate Teaching Performance Profiles).

A three phase approach is being used to implement this system:

Phase 1 (Trimester 3 2010)

- Piloting of the Qualtrics online survey tool with a sample of representative distance/online courses using manual integration.

Phase 2 (Trimester 3 2010 – Trimester 1 2011)

- Development of the integration facilities and interface needed to integrate Qualtrics with existing University systems.
- Provision of the system to all fully online and distance courses at the end of T1 2011.
- Piloting of the system with a sample of large face to face courses as an alternative to paper forms.

Phase 3 (Trimester 2 2011 onwards)

- Ongoing use, maintenance and improvement of the system to reflect the outcomes of the earlier testing.

A significant challenge at the current time is that absence of any automatic mechanism for extracting class email lists from existing systems. Manual processes exist but these are unable to scale to issue tens of thousands of student feedback invitations. UTDC staff will be working with Student Records and ITS to identify a way forward in early 2011.

The Australasian Survey of Student Engagement

The Australasian Student Engagement Survey (AUSSE) developed and managed by the Australian Council for Educational Research (ACER: <http://www.acer.edu.au/ausse/>) is administered and analysed at Victoria by the UTDC. Results from each year's survey are provided in a report in November and a detailed analysis performed early in the year following. The results and analysis are provided through the UTDC website (<http://www.utdc.vuw.ac.nz/ausse/>). In 2010 a sample of 1359 students responded in total, giving an overall institutional response rate of 22 per cent. Victoria's results show a steady improvement in the AUSSE measures although we remain behind benchmark New Zealand and Australian institutions. A detailed analysis will be conducted in early 2011 and provided to the University for action.

EDUCATIONAL TECHNOLOGY SERVICES

The UTDC provides advice and support for the development and integration of new techniques and technologies into teaching. The focus is on encouraging the use of educational technology, in pedagogically sound ways, to respond to the increasing diversity of student and staff needs in the area of learning and teaching. Support and training is also provided for staff wishing to utilise the University's learning management system (Blackboard). The UTDC works closely with the Student Management Services group to ensure that the learning management system is meeting the ever-changing needs of students and staff.

The 2009 Academic Audit Report for VUW highlighted the need for "strategic thinking by the University community around learning technologies". In line with this directive, UTDC staff have been involved in a University working party to establish policy-oriented viewpoint on the use of and support for digital technologies for teaching and learning. The UTDC has also conducted a survey of staff and students' use of Blackboard and other online technologies, and made the results available on the UTDC website. This is a step in preparation to conducting a review of the VUW online teaching and learning environment in 2011.

A major project was undertaken this year by the UTDC and SAS in upgrading Blackboard to version 9. This version of Blackboard offers an improved user interface, new functionalities that support student centred and learning centred teaching approaches, better integration with Web 2.0 and other external applications, and better reporting and monitoring functionalities. In 2011, the UTDC and SAS will continue their work on a number of projects to improve and extend existing Blackboard functionalities related to teaching administration and learning support.

The Blackboard usage statistics for 2009 indicate that the numbers for both student and course use continue to increase (Figure 1). In 2009, 86% of all undergraduate courses, had an active course web site in Blackboard, while for Honours and Masters courses, this number was 55% and 57%, respectively (Figure 2)¹.

Figure 1 Number of active courses in Blackboard and students enrolled in these courses, 2003–09.

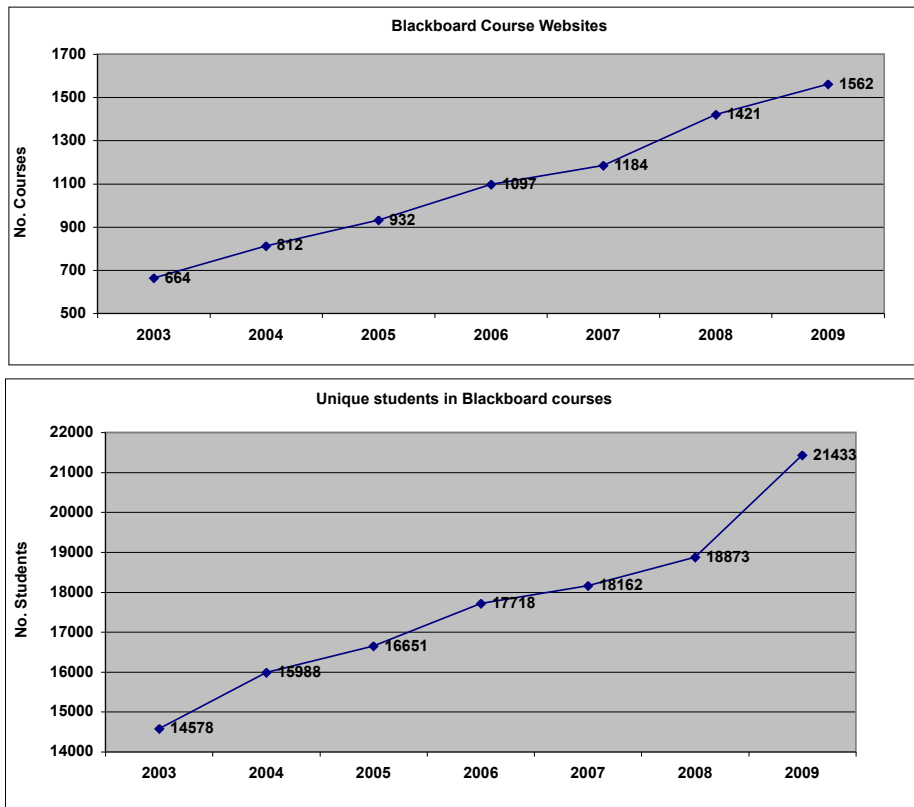
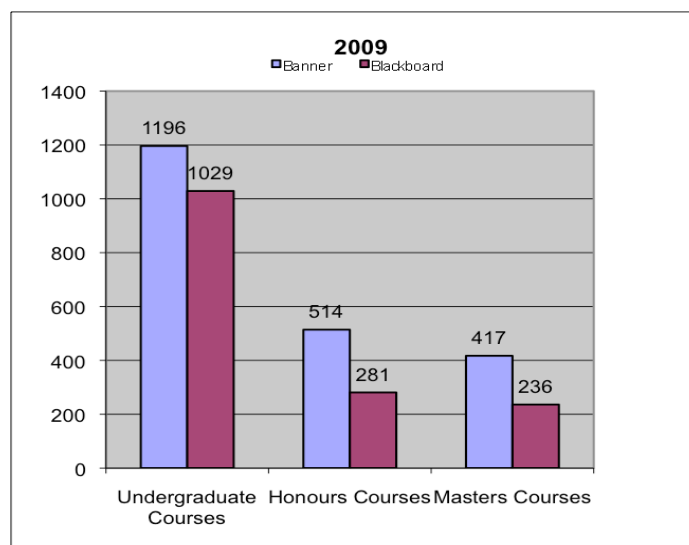


Figure 2 Number of courses in Banner and Blackboard in 2009.



¹ Updated figures for 2010 will be available at the end of the academic year (February, 2011).

The UTDC continues to provide support to VUW staff in using Blackboard and accompanying applications for flexible learning and online teaching of face-to-face and distance courses, through a general programme of Blackboard courses and more targeted workshops and sessions offered to schools, programmes or individual academic and administrative members of staff. The non-Blackboard applications currently supported are TurnItIn, Wimba Voice tools, and a suite of Learning Objects applications, including blogs, wikis and podcasts. In 2010, UTDC staff have also provided consultation and support for a number of the University Teaching and Learning Grant projects that involve the use of computer applications and digital technologies.

Following a very successful pilot in 2009, clicker technology was introduced for use in lectures across the university in 2010. Some of the larger lecture theatres on the Kelburn and Pipitea campuses were equipped with sets of clickers so that anyone using those theatres had the opportunity to incorporate them into their lectures. Other portable sets were held by ITS Service and Operations Group and lent to anyone who requested them with priority given to courses which had clickers built into the course design.

Overall, in 2010 clickers were used by 15-20 members of staff, with some schools, including Biology and Nursing and Midwifery, using them across a variety of courses. Evaluations have shown the clickers to be a useful and well received technology, particularly in large lectures. Reports from students and staff suggest that they help to engage students in the topic being taught and provide useful feedback about understanding. There is also some evidence that students' understanding of the lecture materials is also improving. Clickers have also been used by the UTDC as part of a diagnostic process for understanding problems with courses.

At the end of 2010 a wiki on clickers and their uses was launched as a result of funding by the University's learning and teaching research fund (<http://clickerquestions.pbworks.com/w/browse/>). The wiki contains resources for lecturers and advice about good educational practice when using clickers in their teaching. Research is continuing into their use and effectiveness and recommendations have been made to obtain more clickers and to encourage their use more widely.

Scholarship, and Research

The UTDC academic staff maintain an active profile of research reflecting our disciplinary backgrounds and experience. This research activity supports the various operational activities by informing Victoria of new directions for learning and teaching and has a strong focus on institutional research helping to generate evidence of effectiveness of learning and teaching at Victoria. The academic staff of the UTDC need to maintain a strong research profile for promotions and PBRF purposes as well.

Stephen Marshall's research on the e-learning Maturity Model has continued with funding of \$94,770 from the Ako Aotearoa National Project Fund to undertake the project *E-learning and higher education: Understanding and supporting organisational change in New Zealand*. This project is applying the eMM and complementing the analysis with interviews and monitoring of institutional change in a range of TEOs. The goal is to identify models for promoting and support change and adoption of e-learning throughout the sector for the future success of students, staff and institutions. Stephen has also been actively researching the workload of students at Victoria, in order to gain a more detailed understanding of student work pressures. This work has been very positively received by the faculties as they monitor the ongoing impact of the changes in course point values.

Kathryn Sutherland left the UTDC on secondment to the FHSS in September but she is continuing to work on her Early Career Academic Success project, originally funded by an Ako Aotearoa Central Hub grant and a University Research Fund grant. This project is funded for 2011 through the Ako Aotearoa National Project Fund to investigate the experiences of people in the first five years of their academic careers at all eight New Zealand universities, as well as seek organisational perspectives on the support provided for and required of early career academics. The ultimate goal of the research is to identify ways for supporting all early career academics as they enter the profession and learn to be good teachers, researchers and academic citizens.

In July 2010, Amanda Gilbert presented a paper at the ICED conference in Barcelona on *Pathways to Success: the role of staff development in integrating top-down and bottom-up change strategies* and a

poster illustrating the structure and aims of the Pathways project. Aside from this, her main area of research interest is in the first year experience, specifically active learning in large classes and the development of critical thinking communication skills. She has been working in collaboration with Chemistry and Biology researchers to study these issues. In 2011 she will be co-editing a book on part-time teachers in higher education and researching the work done by part time teachers across the New Zealand higher education sector.

Irina's interests are across two research areas - use of technology in teaching & learning and evaluation of teaching and learning approaches in applied linguistics. In the first area, she continues her collaborative action research with Victoria academics on flexible learning and educational technology. Irina has analysed and reported on the results of a University-wide survey of using Blackboard and other technologies by Victoria students and academics. The results are available online from the UTDC website². This year, Irina has presented a paper on approaches to resolving complexity in teaching and learning, at an international conference. In her second research area, Irina has been working on a URF funded project that evaluates second language vocabulary learning from reading. Her paper on evaluating the results of a second language learning approach appeared in an A* journal, and she co-authored a book chapter on conceptualising learning in applied linguistics. She has also contributed to the work on second language vocabulary knowledge testing, collecting data that compares a monolingual and bilingual versions of the VKT test developed by Professor Paul Nation. In 2011 Irina will continue this program of research, expanding it through international collaboration during her research and study leave in the second half of the year.

Meegan Hall is continuing work on her PhD thesis looking at Māori academic development and has commenced an eight month Research and Study Leave in December. During 2010 she has been very active as the Regional Coordinator for the MANU Ao national Māori academic development programme. We look forward to her submission and completion of the PhD in 2011.

² http://www.utdc.vuw.ac.nz/blackboard/docs/2010_OnlineTechnologySurveyReport.pdf

AWARDS AND PRIZES

2010 Highly Commended Article

Quality Assurance in Education Journal – Amanda Gilbert

2010 HERDSA Conference Creative Presentation Award

Kathryn Sutherland and Linda Bowden

2009 Article of the Year Award (announced in February 2010)

Kathryn Sutherland – *Mentoring and Tutoring: Partnership in Learning* Journal

EXTERNAL RESEARCH GRANTS (NEW AND ONGOING IN 2010)

2010 Ako Aotearoa National Project Fund – Dr. Kathryn Sutherland (Project Lead)

Success, productivity and satisfaction in academia: The experiences of early career academics in New Zealand universities

\$122,244

2010 Ako Aotearoa: National Centre for Tertiary Teaching Excellence Central Hub Research Grant – Dr. Kathryn Sutherland (Project Lead)

Developing scholarly habits

\$2,800

2010 Ako Aotearoa National Project Fund – Dr. Stephen Marshall (Project Team Member)

Graduate Attributes – Are they driving learning? And who knows about them?

\$149,848

2009 Ako Aotearoa National Project Fund – Dr. Stephen Marshall (Project Lead)

E-learning and higher education: Understanding and supporting organisational change in New Zealand

\$94,770

2009 Ako Aotearoa National Project Fund - Meegan Hall (collaborator and listed researcher)

Te Hononga Matauranga Māori Doctoral Resource Portal Project

\$24,089

PUBLICATIONS AND PRESENTATIONS

Peer reviewed journals and book chapters

Ahn, M., Sutherland, K., Bednarek, R. (2010). Negotiating, power and strategic competition: A teaching case. *Education and Training* 52(4): 321-339.

Elgort, I. (2011, in press). Deliberate learning and vocabulary acquisition in a second language. *Language Learning*. (electronic version to be published October 2010).

Elgort, I. and Nation, I.S.P. (2010). Vocabulary learning in a second language: Familiar answers to new questions. In P. Seedhouse, S. Walsh and C. Jenks (Eds.) *Conceptualising 'learning' in applied linguistics*. Houndmills: Macmillan.

Hobson, J. & Hall, M. (2010). Publish or Perish? The challenge of journal rankings for Māori-related research. *MAI Review* 3.

Marshall, S. (2010). Change, technology and higher education: Are universities capable of organisational change? *ALT-J Research in Learning Technology* 18(3):179-192.

Marshall, S. (2010). E-learning Standards: Beyond technical standards to guides for professional practice. In F. Lazainis, S. Green and E. Pearson (Eds) *Handbook of Research on E-Learning Standards and Interoperability: Frameworks and Issues*. Hershey, PA, USA: IGI Global. pp:170-192.

Marshall, S. (2010). A Quality Framework for Continuous Improvement of E-Learning: The E-Learning Maturity Model. *Journal of Distance Education* 24(1):143-166.
<http://www.jofde.ca/index.php/jde/article/view/606/1030>

Sutherland, K (2010). Supporting scholarly tutors to conduct effective tutorials. pp. 65-74. In *An Academic Life*. (Eds.). R H Cantwell & J J Sevak. Camberwell, Australia: ACER Press.

Peer reviewed conference papers

- Chinlund, E. & Hall, M. (2010). Views from 'Last Resort': Experiences of Māori undergraduate students who transitioned from tertiary bridging programmes'. Accepted for Conference Proceedings for the New Zealand Association of Bridging Educators Conference, Wellington, 29 September -1 October 2010.
- Elgort, I. (2010). Using priming effects to evaluate L2 vocabulary acquisition. Eurosla 20 Conference, Reggio Emilia, Italy.
- Elgort, I. (2010). Teaching the teacher: Dealing with complexity through course design. EUROCALL Conference, Bordeaux, France.
- Elgort, I. (2010). Evaluating educational software for institutional adoption: A case study. Distance Education Association of New Zealand (DEANZ) Conference, Wellington.

Conference presentations

- Adds, P., Hall, M., Higgins, R., Higgins, T. (2010) Ask the Posts of our House: the use of cultural spaces to encourage quality learning in higher education. A presentation at the 2010 International Consortium of Educational Developers (ICED) Conference, Barcelona, Spain, 28-30 June 2010.
- Bowden, L. & Sutherland, K. (2010). Students' perceptions of the effects of coursework on their development of graduate attributes. A presentation at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Melbourne, Australia, 6-9 July 2010.
- Gilbert, A. & Crabbe, D. (2010) Pathways to Success: the role of staff development in integrating top-down and bottom-up change strategies. Paper presented at International Consortium for Educational Development, 8th International Conference in Barcelona, June 2010.
- Hall, M. (2010) Acting with Integrity: understanding the complexity of Māori academic identities. A presentation at the Academic Identities in the 21st Century Conference, Glasgow Scotland, 16-18 June 2010.
- Hall, M. (2010) Learning by Example: Quality Teaching of Indigenous Course Content in Higher Education. A presentation at the 2010 International Consortium of Educational Developers (ICED) Conference, Barcelona, Spain, 28-30 June 2010.
- Hall, M., Pirini, J., (2010). Hitting the Mark: developing good practice in targeted tutorials, A presentation at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Melbourne, Australia, 6-9 July 2010.
- Hall, M. (2010) Acting with Integrity: understanding the complexity of Māori academic identities. A presentation at the Academic Identities Conference, Glasgow, Scotland, 16-18 June 2010.
- Hall, M. (2010) Shooting for the A*s: Journal Rankings and the Maori Academic Community. A presentation at the Maori Association of Social Science Conference, Auckland, 1-3 December 2010.
- Sutherland, K. (2010). Encouraging relational agency and scholarly habits among early career academics. A presentation at the 2010 International Consortium of Educational Developers (ICED) Conference, Barcelona, Spain, 28-30 June 2010.
- Sutherland, K. (2010). Constructions of success among early career academics. A presentation at the Academic Identities Conference, Glasgow, Scotland, 16-18 June 2010.
- Warren, P., Elgort, I., Larson, M., & Piasecki, A. (2010). Behind the scenes of cognitive experimental SLA research. 16th ALANZ Symposium, Wellington.

Edited Proceedings

- Hall, M. (ed.) (2010). *Critical MASS Conference Proceedings 2008*, Maori Association of Social Science, December 2010.
- Hall, M., (2010). 'Foreword' in *Critical MASS Conference Proceedings 2008*, Maori Association of Social Science, December 2010.

External reports

- Sutherland, K. & Petersen, L. (2010). *The Success and Impact of Early Career Academics in Two New Zealand Tertiary Institutions*. Wellington: Ako Aotearoa. <http://ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-central-hub/resources/pages/success-and-impact-early-career-academics-two-new-z>

Book review

- Hall, M. (2010). Filling in the Blanks: A Review of 'The Prophet and the Policeman – the story of Rua Kenana and John Cullen'. *Te Pouhere Kōrero* 4.

Benchmarking the UTDC

In 2009 the Australian Learning and Teaching Council (ALTC) and Council of Australian Directors of Academic Development (CADAD) published a report analysing academic development and made twelve recommendations for academic development units (Table 4). The UTDC analysis suggests that we have a strong set of services already well-aligned with these recommendations, the focus for the future is assessing the qualities of the activities and the extent to which they are meeting the strategic and operational priorities of the University.

Table 4: ALTC/CADAD recommendations (Ling, 2009)

Recommendation	UTDC Activities
C1. Analyse CADAD's national key performance indicators for academic development for adaptation to specific institutions.	The New Zealand ADU directors have briefly reviewed these performance indicators. UTDC have focused planning activities on the Victoria Learning and Teaching Strategy priorities
C2. Include support staff in professional development opportunities.	This has been the practice of the UTDC for at least the last decade.
C3. Coordinate professional development activities with other professional development providers in institutions (e.g. HR, IT, Library).	Activities are coordinated by the Senior Lecturer Academic Development and through consistent programmes.
C4. Develop continuing professional development opportunities for all stages of the academic career: early, mid, and late career staff.	The combination of the Orientation, Developing Scholarly Habits programme, Tutor support, programme (re)development, other workshops and the PHELT provides opportunities for teaching staff at every stage.
C5. Take account of the multiple means and resources that academics employ in their development as teachers to also include informal activities.	UTDC staff have supported informal initiatives in a number of schools including lunch-time sessions at the Faculty of Commerce and Administration, and regular gatherings for staff engaging in the PHELT programme.
C6. Engage in evaluation to measure effectiveness and impact of academic development activities over the longer term.	All UTDC programmes and workshops are evaluated in the same manner as all other Victoria courses.
C7. Have a critical involvement in a Graduate Certificate or other credentialed program in teaching in higher education.	The UTDC operates the Postgraduate Certificate in Higher Education Learning and Teaching.
C8. Engage in research and scholarship to support evidence-based practice.	The UTDC academic staff are active scholars in the fields of learning and teaching.
C9. Provide professional development opportunities for academic developers, particularly in educational leadership and organisational change, and in the use of technologies that may be employed in learning and teaching.	The UTDC staff all have individual performance development plans, updated annually, which include substantial opportunities for individual development.
C10. Contribute to performance review systems where they relate to teaching.	The UTDC provides core components of the performance review systems used by Victoria to improve teaching and learning.
C11. Act on the recommendations of The RED Report (Percy et al., 2008) in relation to sessional staff.	The UTDC provides training and support for sessional assistants and tutors.
C12. Academic development units provide professional development for academic staff relating to globalisation and internationalisation including curriculum and learning and teaching approaches issues.	This is not currently a focus of the Victoria Learning and Teaching Strategy or a priority for the UTDC.

The biggest challenge that the UTDC faces is helping the University achieve the important actions outlined in the Learning and Teaching strategy within the very real constraints of an understaffed unit. The UTDC has the lowest complement of staff in absolute terms as well as the lowest ratio of staff to academic staff of any university in New Zealand (Table 5), particularly in the areas of e-learning support and academic development. Comparison with the ALTC/CADAD numbers for similar units in Australia shows that the UTDC has fewer staff than 16 of the 18 units analysed in the Ling report (2009, volume 2, p20). The lack of depth of coverage makes managing the ability of the unit to deliver on all activities reliably a challenge, given the inevitable absences of key staff for sickness, leave, professional development, and the turnover of positions. The guiding principle for our operational activities is ensuring that they are aimed at maximum impact across the university.

Table 5: Comparison of staff employed for UTDC functions by New Zealand universities

	Victoria	Auckland	AUT	Waikato	Massey	Canterbury	Lincoln	Otago
Administration/Management	2.0	7.0	3.0	1.4	2.0	1.5	2.0	3.6
Academic Development	2.0	5.0	3.0	2.1	6.4	3.0	1.0	6.3
E-learning	2.0	8.0	10.9	6.0	8.0	9.0	4.5	8.9
Student Feedback	1.0	2.0	1.0	0.5	1.0	1.0	0.5	2.6
Total	7.0	22.0	17.9	10.0	17.4	14.5	8.0	21.4
FTE Academics	897.0	1949.0	976.0	625.0	1117	700.0	222	1175.0
FTE Academic/Total Staff	128.14	88.59	54.53	62.50	64.20	48.28	27.75	54.91
FTE Academic/Academic dev	448.50	389.80	325.33	297.62	174.53	233.33	222.00	186.51
FTE Academic/E-learning Staff	448.50	243.63	89.54	104.17	139.63	77.78	49.33	132.02
FTE Academic/Evaluation	897.00	974.50	976.00	1250.00	1117.00	700.00	444.00	451.92

Note: This table summarises staff numbers employed in units similar to UTDC, as well as other units in their respective institutions with responsibility for operational tasks undertaken by the UTDC as at August 2010. They do not include staff in student learning support roles.

Administration, Professional Practice & Consultancies

UNIVERSITY ADMINISTRATION AND SERVICE

- Member, Academic Committee (Meegan Hall and Kathryn Sutherland)
- Member, VPEP Board of Studies (Meegan Hall, Stephen Marshall)
- Member, CUP Board of Studies (Meegan Hall and Kathryn Sutherland)
- Member, FHSS Faculty Board (Kathryn Sutherland)
- Member, FHSS Faculty Academic Committee (Kathryn Sutherland)
- Member, Human Ethics Committee (Stephen Marshall)
- Member, Intellectual Property Standing Committee (Stephen Marshall)
- Member, Hardship Fund Committee (Kathryn Sutherland)
- Member, AUSSE Steering Group (Meegan Hall, Stephen Marshall)
- Acting Convenor, Library Teaching and Learning Forum (Kathryn Sutherland, then Meegan Hall)
- Member, Toihuarewa (Meegan Hall)
- Poukairangi Ako, Toihuarewa (Meegan Hall)
- National Teaching Awards “Portfolio Coach” (Kathryn Sutherland)
- Learning and Teaching Strategy Working Group (Irina Elgort, Stephen Marshall)
- Learning and Teaching Committee (Meegan Hall, Kathryn Sutherland)
- Academic Information Technology Advisory Group (Stephen Marshall)
- Member, New Researchers Grants Committee (Irina Elgort)

UNIVERSITY TEACHING

- MAOR804 24 hours Trimester 1 and 2 (Meegan Hall)
- MAOR 123 3 hours, Trimesters 1 and 2 (Meegan Hall)
- UTDC501 34 hours Trimester 1 (Kathryn Sutherland and Stephen Marshall)
- LALS517/526 10 weeks Summer Trimester or Trimester 1 (Irina Elgort)
- PERF336 6 weeks Trimester 2 (Irina Elgort)

MEMBERSHIPS

- Higher Education Research and Development Society of Australasia (HERDSA) (Irina Elgort, Kathryn Sutherland, Stephen Marshall, Meegan Hall, Amanda Gilbert)
- Academic Staff Developers of the Universities of New Zealand (ASDUNZ) (Irina Elgort, Kathryn Sutherland, Stephen Marshall, Meegan Hall, Amanda Gilbert)
- Professional and Organisational Development Network (US) (Kathryn Sutherland)
- Challenging Academic Collective (CAD Collective) (Kathryn Sutherland)
- Association for Computing Machinery (ACM) (Stephen Marshall)
- Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) (Irina Elgort, Stephen Marshall)
- Australasian Council for Open and Distance Education (ACODE) (Stephen Marshall)
- EDUCAUSE (Stephen Marshall)
- New Zealand e-Learning Directors (Stephen Marshall)
- IEEE Computer Society (Stephen Marshall)
- ALANZ Applied Linguistics Association of NZ (Irina Elgort)

PROFESSIONAL ACTIVITIES AND CONSULTANCIES

- ACODE Executive Member (Stephen Marshall)
- IMS Learning Technologies Advisory Council, Invited Member (Stephen Marshall)
- New Media Consortium's 2010 Horizon Report: Australia-New Zealand Edition Advisory Board, Invited Member (Stephen Marshall)
- Ministry of Education Tertiary e-Learning Reference Group Member (Stephen Marshall)
- IMS Student Induction to E-Learning Group Member (Stephen Marshall)
- HERDSA NZ Committee, Wellington Representative (Kathryn Sutherland)
- HERDSA Green Guides Editorial Board (Kathryn Sutherland)

- University of Victoria (BC, Canada) Alumni Association NZ Representative (Kathryn Sutherland)
- Ako Aotearoa Website Reference Group (Irina Elgort)
- Editorial Board Member, Journal of Computing in Higher Education (Irina Elgort)
- ASCILITE Campus Representative (Irina Elgort)
- Book Reviews Editor, International Journal for Academic Development (Kathryn Sutherland)
- Māori Association of Social Science, Executive member (Meegan Hall)

VISITORS TO THE CENTRE

- Peter Looms, Senior consultant at DR / Danish Broadcasting Corporation
- Ray Land, Professor of Higher Education and Head of Learning Enhancement University of Strathclyde, Glasgow, Scotland
- Nick Hopwood, Chancellor's Postdoctoral Research Fellow, University of Technology, Sydney, Australia