

# **Opening up spaces for collegial, collaborative academic development practice within a strategic, centrally coordinated team-based support model**

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# Outline

- The challenge
- Situating our model within existing practice
- Alignment with good practice
- Evaluating LITE teams
- Conditions for success
- Conclusion, Q & A.

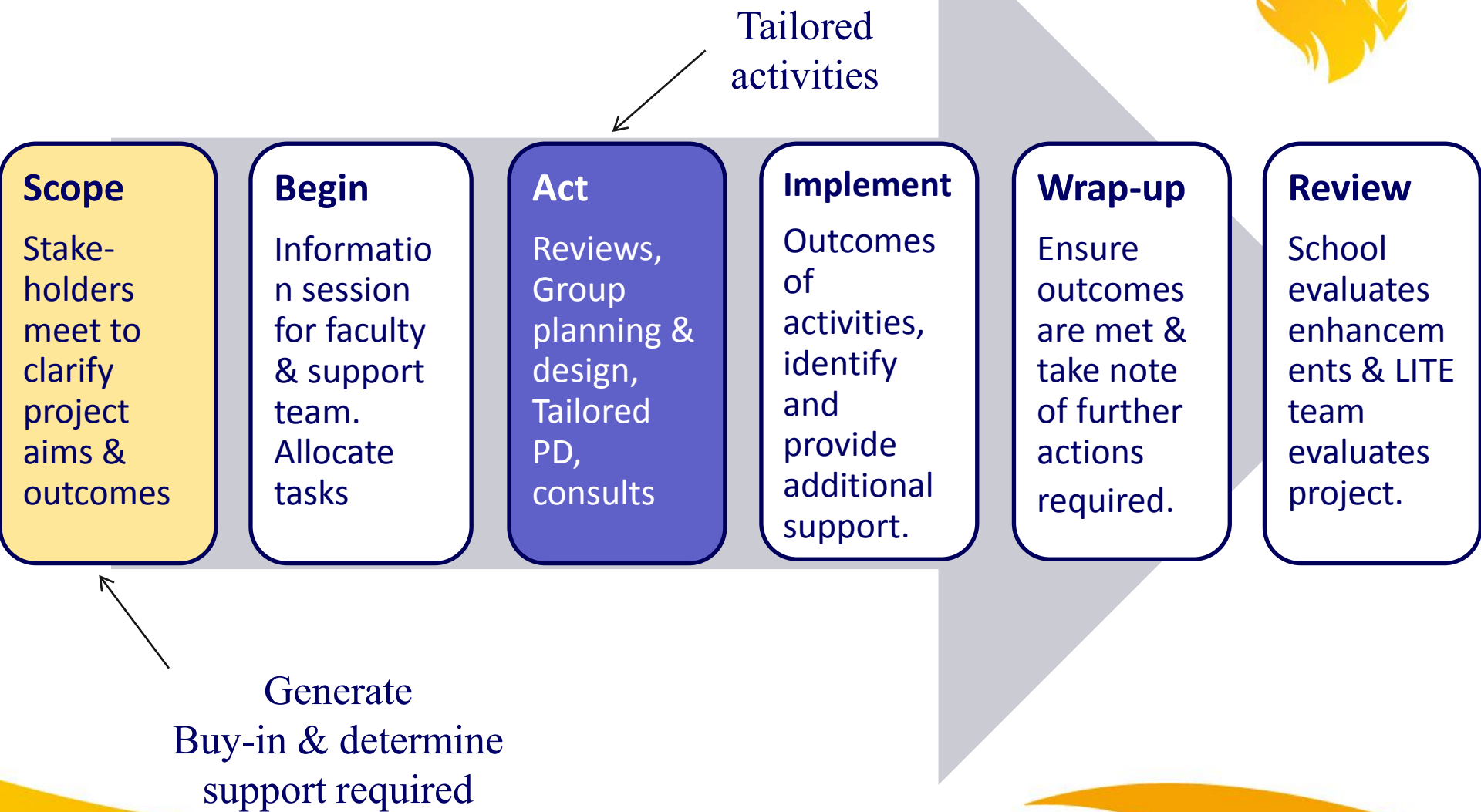
# The challenge

Maintaining collegial, collaborative learning spaces within proposed Academic Model

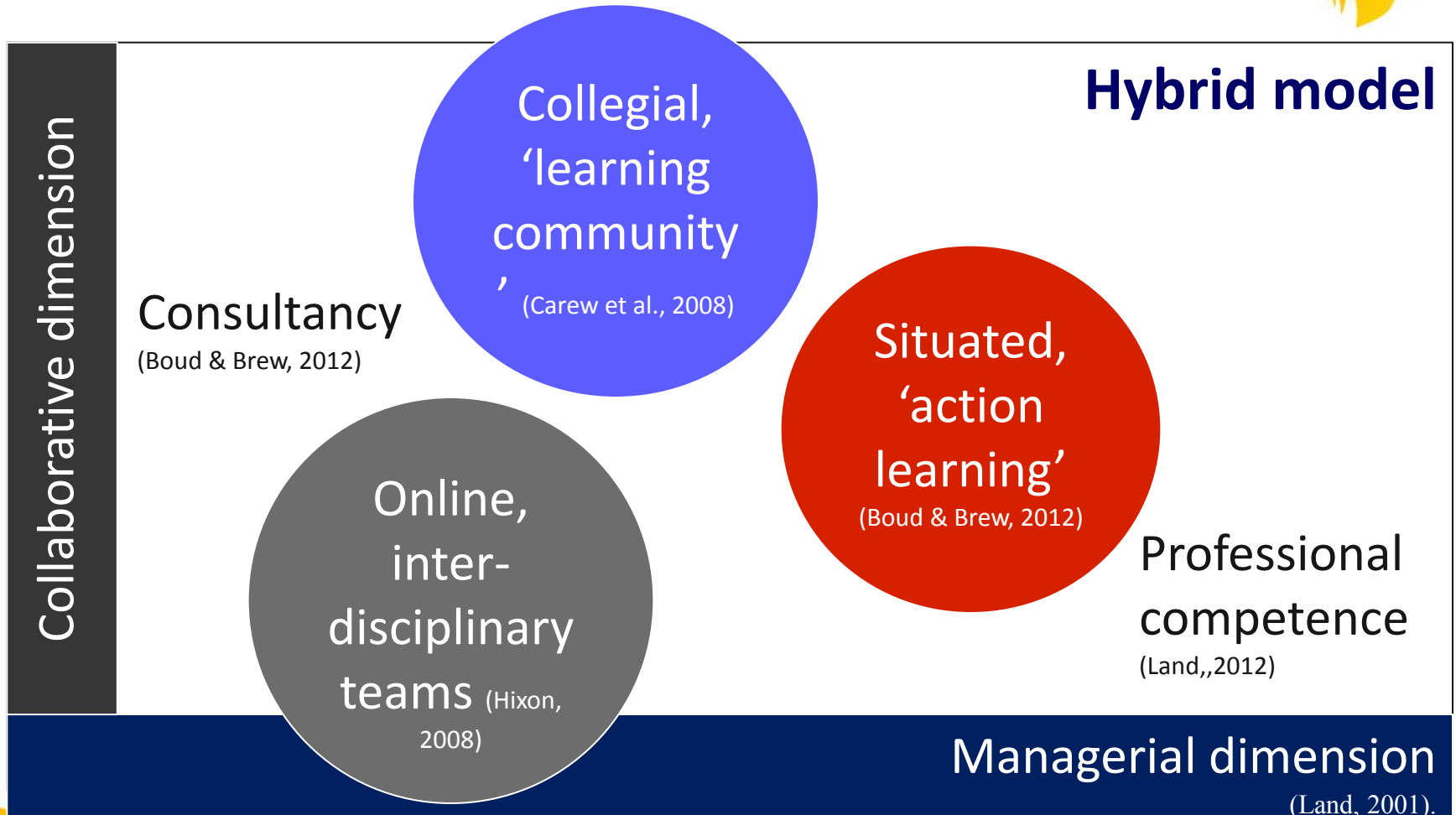
## Context

- Division review and restructure
- Mandated centrally coordinated academic development model
  - Top-down orientation
  - Based on multi-disciplinary teams
  - Program, rather than a unit focus
  - Project management framework.

# How LITE teams work



# LITE teams - existing practice



# Do LITE teams activities align with good practice?



Good practice = conditions for effectiveness in changing teacher practice and attitudes

1. Do they incorporate longer academic development activities > 60 hrs (Prebble et al., 2004)?
2. Are activities situated and discipline-specific in focus (Boud & Brew, 2012; Parsons et al., 2012; Prebble et al., 2004)?
3. Do they harness the benefit of peer-to-peer learning, and learning communities (Bell & Mladenovic, 2007; Cox, 2004)?

# Evaluation of LITE teams model

- Strong faculty uptake, 12 projects (9 months)
- 71% of deliverables by CoB 2012
- Positive evaluations of Tailored PD
- Evaluation survey for LITE teams program:
  - Overall ratings 6/12 good-excellent; 3/12 average-good; 1 poor-average, 1 no response
  - Perceived impact on practice (change or intended change to practice) as a result of LITE team participation was strong for all faculty respondents who rated their team as good-excellent.

# Qualities of successful projects

- Strong faculty participant ownership of project aims
- Committed faculty leadership within the project team
- Significant horizontal interactions (faculty-faculty, faculty-support) over project life
- Academic developer experience and prior relationships with faculty.



# Conclusion

- LITE teams model has broadened our impact
  - Challenge is to steer more projects towards collaboration as well as service
  - This year, more planning and internal PD to facilitate this
  - Future challenge – measure impact on student performance
  - THANKS!
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- NB\* References are on final notes page