



UNIVERSITY  
OF WOLLONGONG  
AUSTRALIA

# Teaching Development

## 2016 STAFF PROFESSIONAL DEVELOPMENT SURVEY REPORT

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### Introduction

The UOW Staff PD Survey was an anonymous survey distributed through UOW academic and professional staff mailing lists and advertised in the Universe. The survey was open for approximately four weeks from 21 August to 16 September, 2016. In total 531 responses were returned.

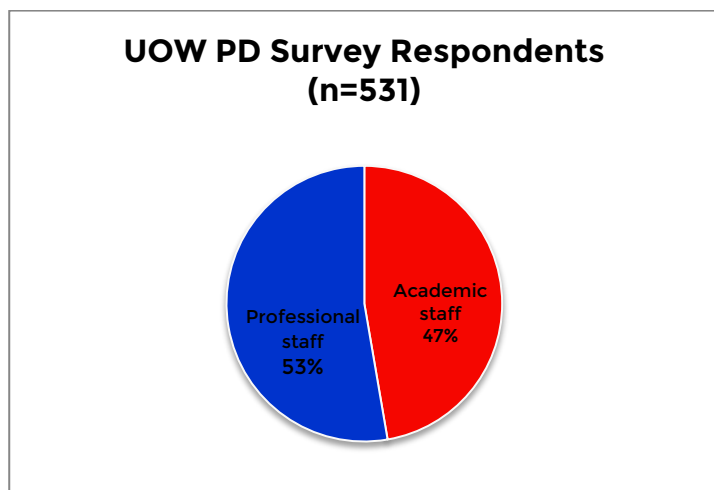
The purpose of the survey was to ascertain staff requirements related to professional development and accreditation in Learning and Teaching. Responses to the survey will enable Teaching Development staff to build a program of offerings best suited to staff within UOW.

This report summarises the survey results using descriptive statistics and qualitative thematic analysis of comments, where applicable.

## Demographic Information of Survey Respondents (Q1 to 6)

In this section respondents indicated their status as academic or professional staff, their level of employment, their current contract of employment, years at UOW and primary campus location

Of the total 531 responses, there were slightly more professional staff than academic staff: **279** Professional staff and **251** Academic staff (53% and 47% respectively) (1 skipped, not included in graph)



**Professional staff** were asked to explain how their role is associated with learning and teaching. Direct involvement in teaching included:

- Lab work, training students/staff in the use of equipment
- Information literacy
- Library research skills
- Workshops: careers, leadership, student well-being
- Conversation classes for international students

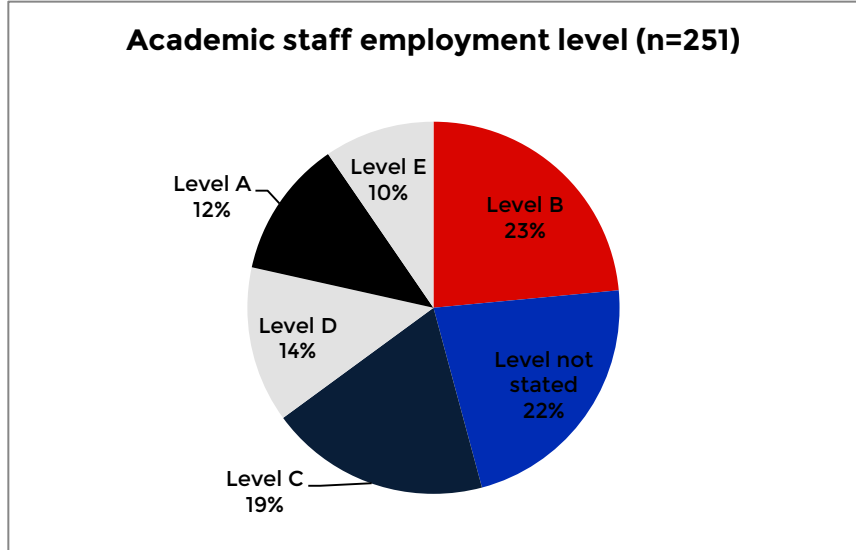
Many more professional staff were involved in roles which supported learning and teaching, such as:

- Education design: support and assistance
- IT support for academics and students
- Academic, non-academic issues and technical assistance for students
- Students from equity / underrepresented groups
- Students with disabilities
- Employability
- Development of learning and teaching resources
- T&L Policy development and governance, quality assurance
- Administration and coordination L&T support: to faculties/schools/units/teams; placements

### STAFF EMPLOYMENT LEVELS

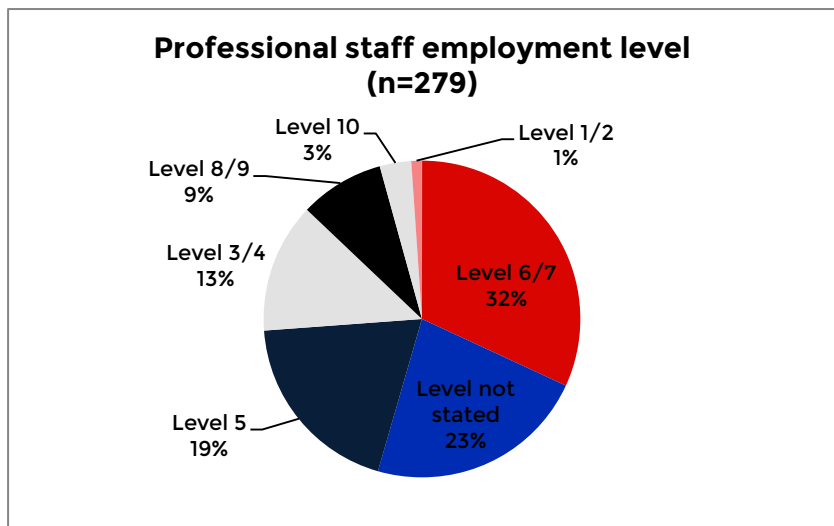
Overall **Level B and C Academic staff** comprised 48 % of responses (n=59 and 48 respectively), with Levels D and E at 24 % (n=34 and 24 respectively), and 12 % being Level A staff (n=30). 56 (or 22 %) did not state their level.

Academic Level	251	%
Level B	59	24%
Level C	48	19%
Level D	34	14%
Level A	30	12%
Level E	24	10%
Level not stated	56	22%



Overall **Professional staff** at Levels 5 and 6-7 comprised 49 % of the total responses (n=89 and 54 respectively). Of the remainder, there were 37 staff at Level 3-4 (13%), 24 at Level 8-9 (9%) and 9 at Level 10 (3%). Only 3 staff at Level 1-2 responded (1%), while 63 did not state their level (23%).

Professional staff level	279	%
Level 6/7	89	32%
Level 5	54	19%
Level 3/4	37	13%
Level 8/9	24	9%
Level 10	9	3%
Level 1/2	3	1%
Level not stated	63	23%



## CURRENT EMPLOYMENT

### *Employment agreement/contract type*

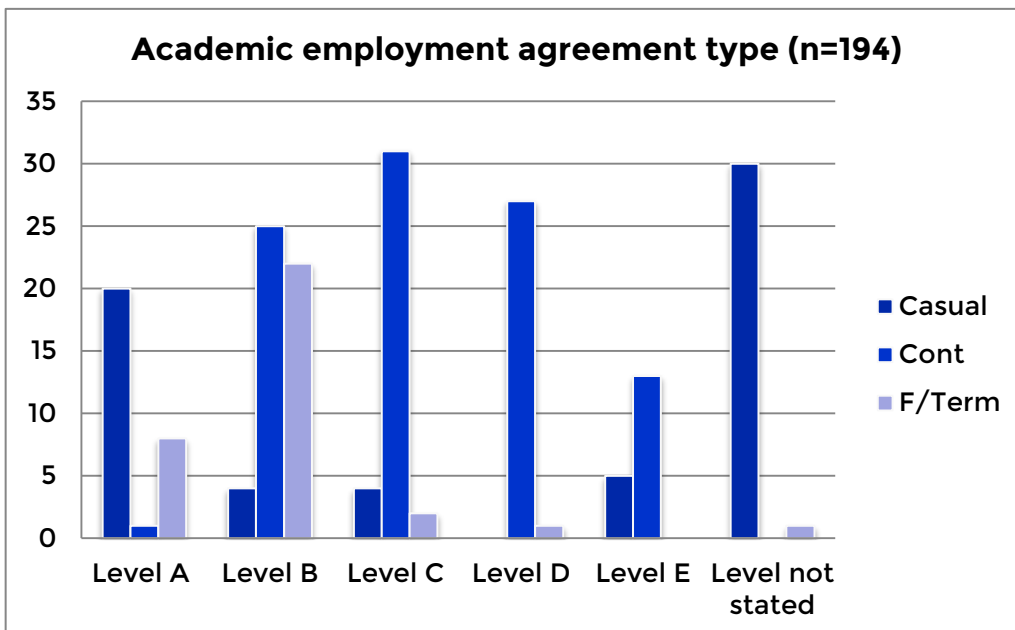
Of the 251 **Academic staff** 23% (n=57) did not state their employment agreement type.

Of the remaining 194, 50% were continuing (n=97), 32% were casual (n=63), and 18% were on fixed term contracts (n=34).

Below is the breakdown according to Academic Level (A to E) employment status:

Table 1: Academic staff: employment agreement/contract type (n=194)

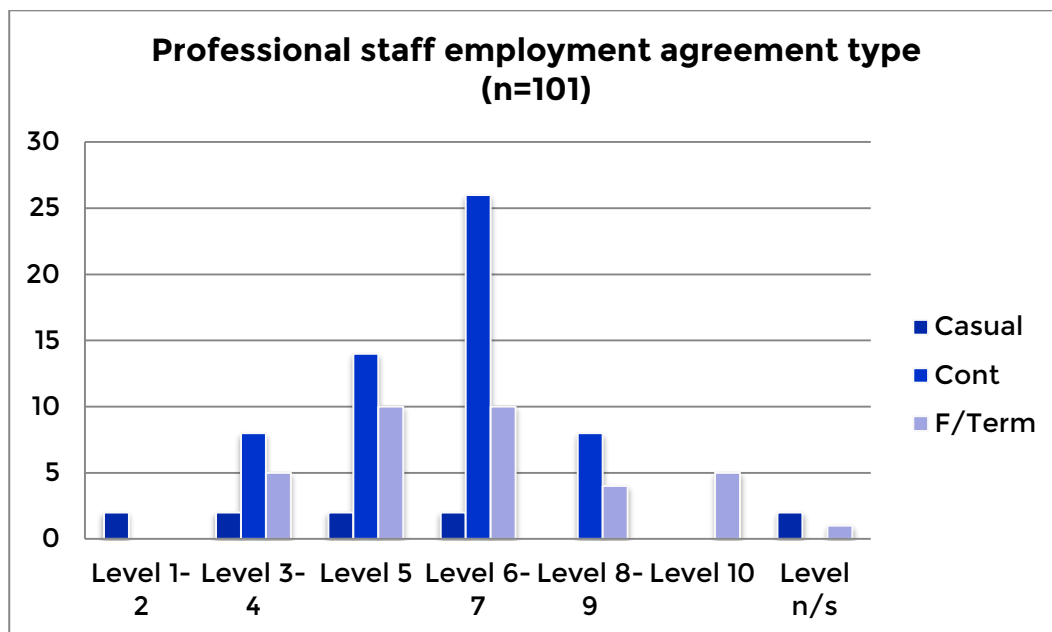
N=194	Casual	% casual	Continuing	% cont'g	Fixed T	% fixed
Level A	20	10%	1	1%	8	4%
Level B	4	2%	25	13%	22	11%
Level C	4	2%	31	16%	2	1%
Level D	0	0%	27	14%	1	1%
Level E	5	3%	13	7%	0	0%
not stated	30	15%	0	0%	1	1%
<b>Totals</b>	<b>63</b>	<b>32%</b>	<b>97</b>	<b>50%</b>	<b>34</b>	<b>18%</b>



Of the 279 **Professional staff** 64% (n=178) did not state their employment contract/agreement status. Of the remaining 101 responses, 55% were continuing (n=56), 35% were on fixed term contracts (n=35), 10% were casual (n=10).

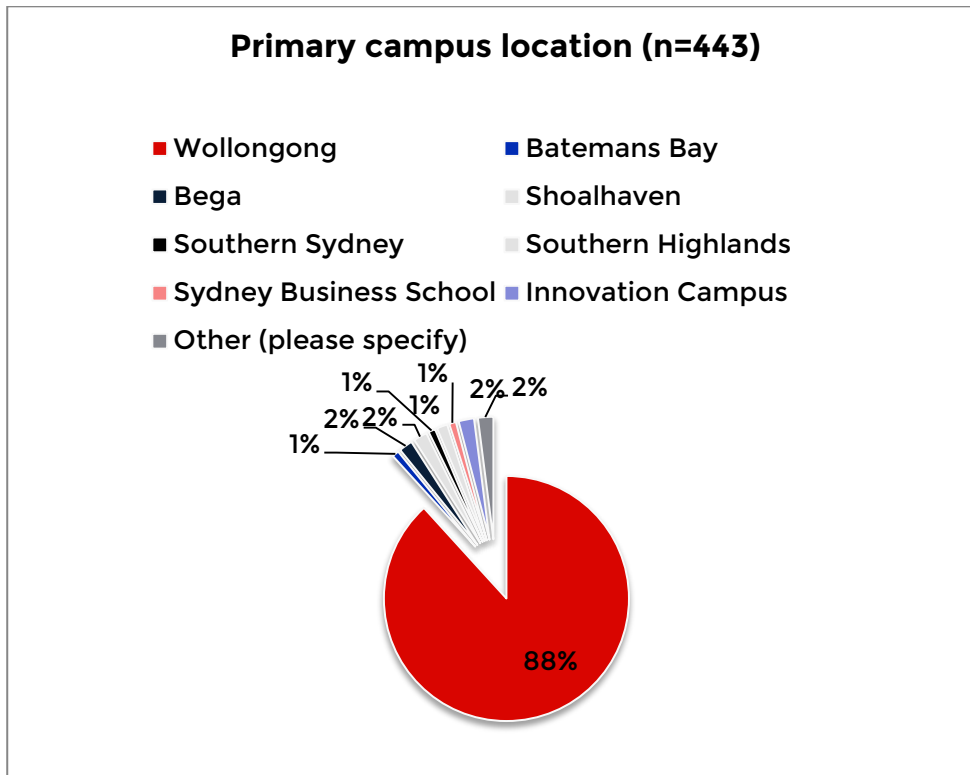
Table 2: Professional staff employment agreement/contract type (n=101)

N=101	Casual	% casual	Continuing	% cont'g	Fixed/T	% fixed
Level 1-2	2	2%	0	0%	0	0%
Level 3-4	2	2%	8	8%	5	5%
Level 5	2	2%	14	14%	10	10%
Level 6-7	2	2%	26	26%	10	10%
Level 8-9	0	0%	8	8%	4	4%
Level 10	0	0%	0	0%	5	5%
Level n/s	2	2%	0	0%	1	1%
<b>Totals</b>	<b>10</b>	<b>10%</b>	<b>56</b>	<b>55%</b>	<b>35</b>	<b>35%</b>



## CAMPUS LOCATION

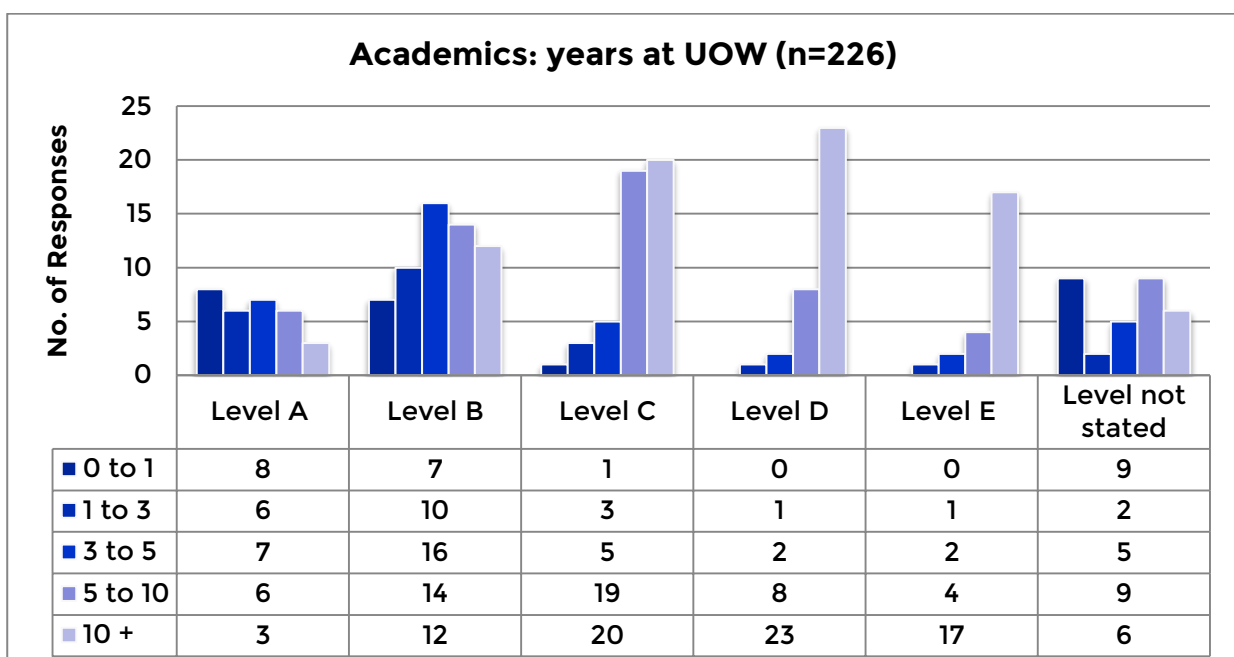
The majority of respondents (n=443) are from Wollongong campus (88%). Satellite campuses of Bega, Shoalhaven, Batemans Bay, Bega, Southern Highlands, Southern Sydney or Innovation Campus represent 10%, and 2% of staff indicated their time was divided between campuses, or campus and hospital.



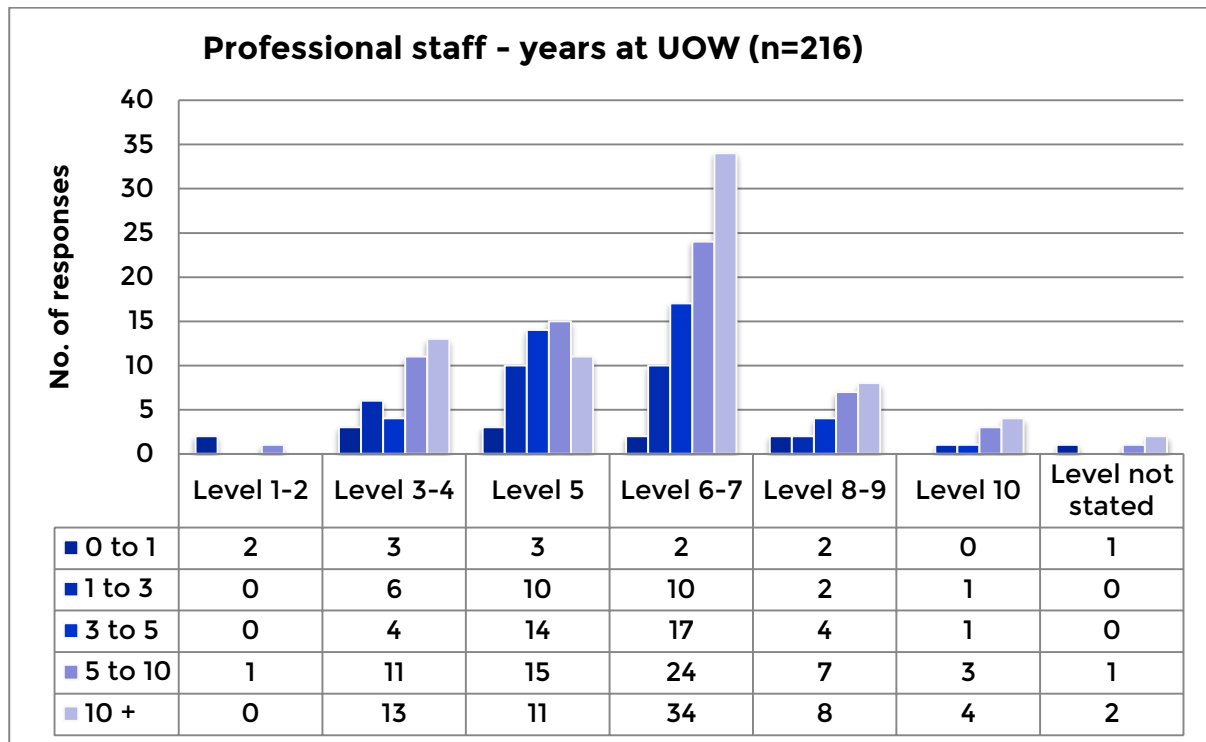
## YEARS AT UOW

A majority of the 226 academics who responded to this question have been working at UOW for 5 years or more (62% or n=141).

26% (n=60) have worked at UOW for 1-5 years and 10% (n=25) for less than one year.

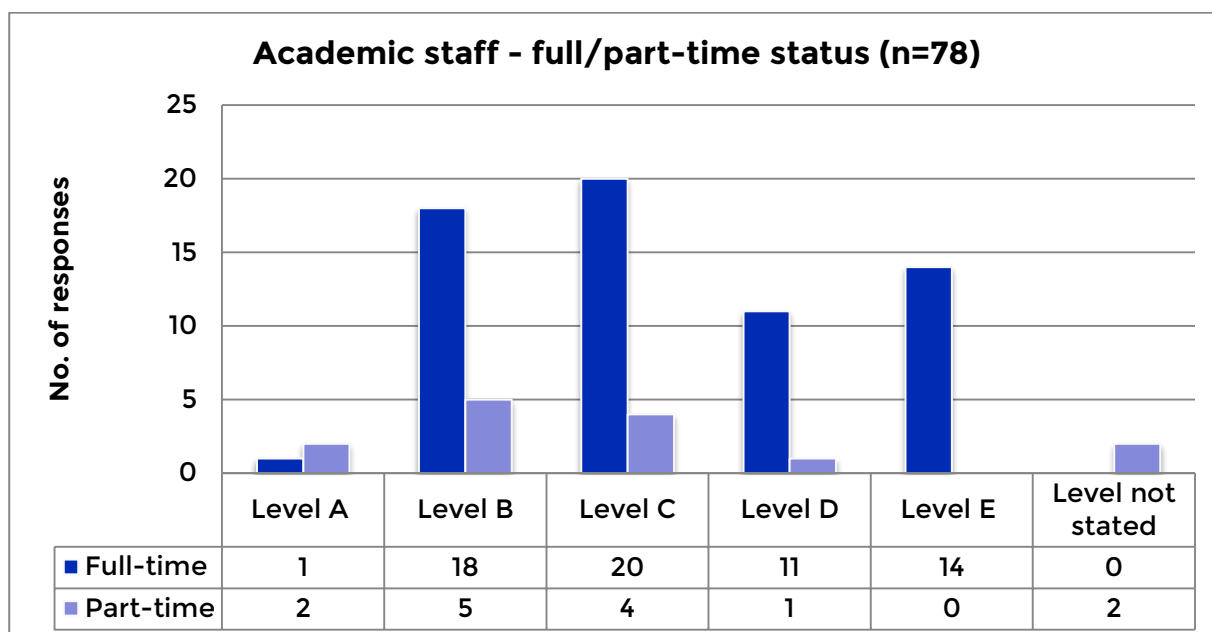


Of the 216 professional staff who responded to this question, the majority have been working at UOW for 5 years or more (n=134, or 62%). 32% (n=69) have been working at UOW for 1-5 years and 6% (n=13) for less than one year.

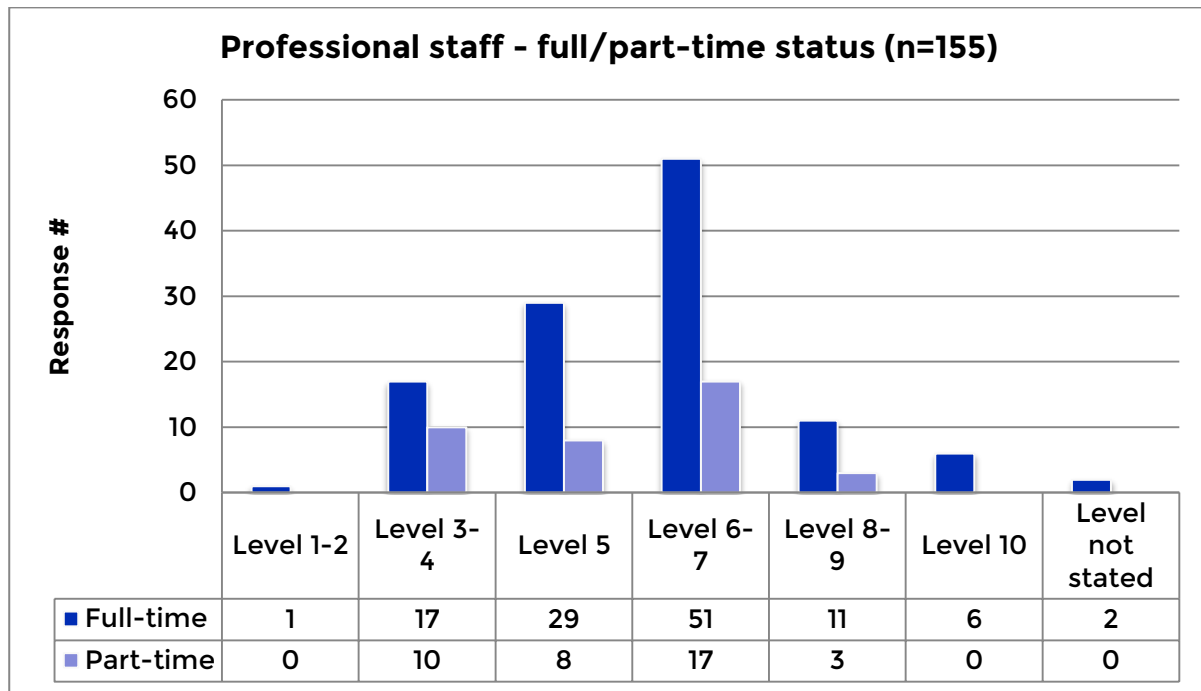


### FULL/PART-TIME STATUS

A majority of academic staff respondents skipped this question (69%), however of those who did (n=78), 82% indicated full-time employment and 18% part-time



Similarly, a majority of professional staff skipped this question (56%, n=124). Of those who responded (n=155) 75% were employed full-time and 25% part-time (n=117 and 38 respectively).



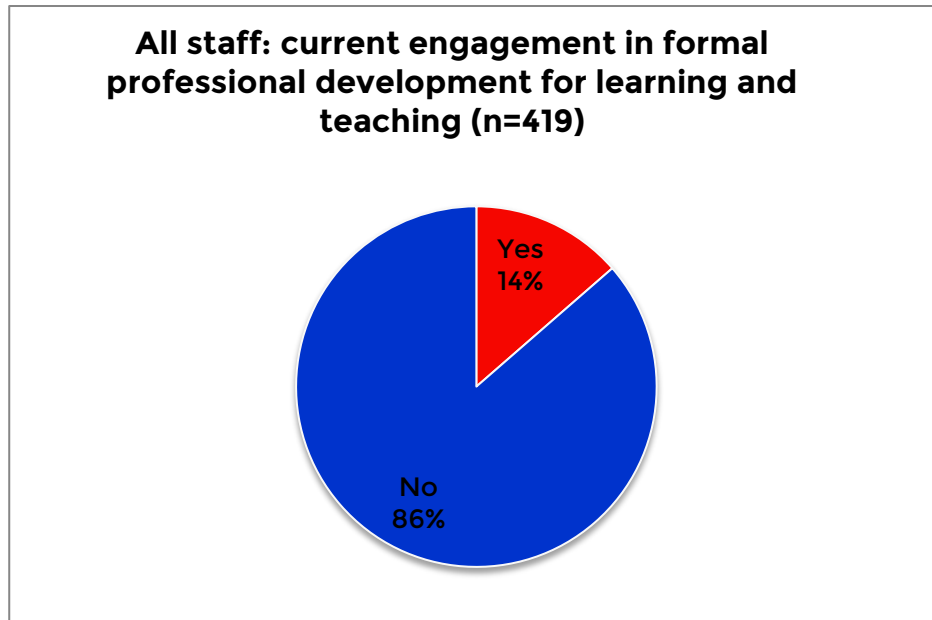


## Engagement in Professional Development (Q7 to 13)

### Q7 CURRENT ENGAGEMENT IN PD

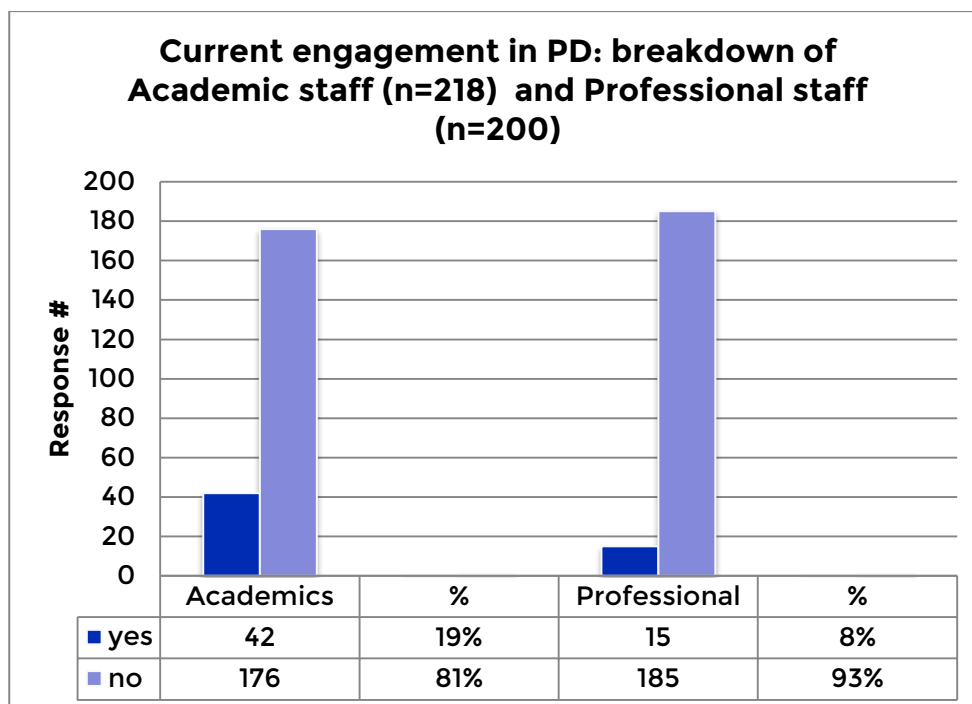
*Are you currently engaging in formal professional development for learning and teaching?*

In total 419 staff responded to Q 7 regarding current engagement in professional development (113 skipped). The majority of staff (academic and professional) are currently **not engaging** in any form of professional development (86%, n=362).



**Academic staff:** Of the 219 Academic staff 19% (n=42) are currently engaged in professional development, while 81% are not (n=176), (33 skipped this question).

**Professional staff:** Of the 200 Professional staff, 8% (n=15) are currently engaging, while 93% (n=185) are not (79 skipped this question)



The kinds of professional development opportunities that staff are currently engaging are:

Academic staff:

- UOW CPD modules and portfolio, PODS courses
- WATTLE events
- Webinars
- Education degrees – UOW and elsewhere (Diploma, Masters of HE, PhD)
- Attendance at education conferences, workshops
- Involvement in SoTL
- Fellowship programs (e.g. HEA and HERDSA)

Professional staff:

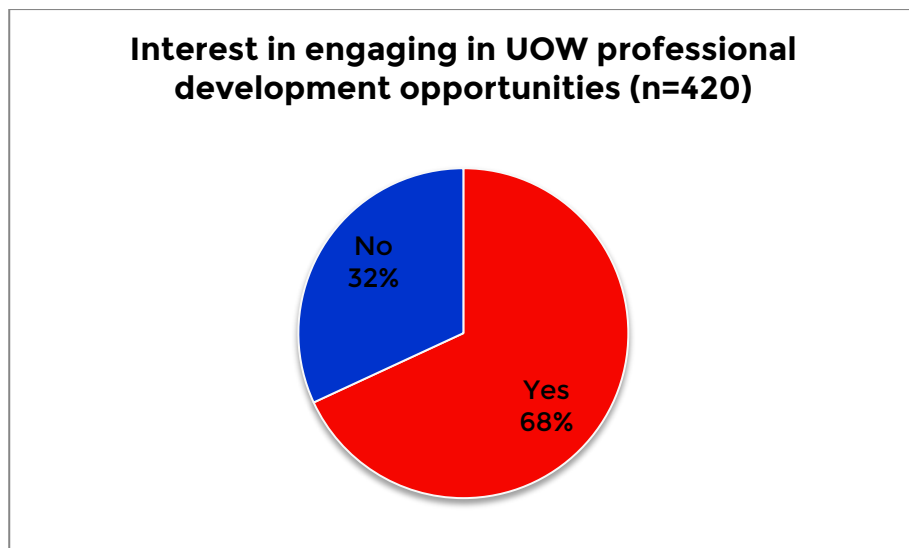
- Education degrees (Masters of HE, Education)
- MOOCs
- Onsite conferences which support learners (e.g. First in Family forum)
- Internal workshops and training

#### **Q8 INTEREST IN ENGAGING IN PROFESSIONAL DEVELOPMENT**

*Are you interested in engaging with opportunities for professional development in learning and teaching within UOW?*

Of the 420 responses Q8 (Academic and Professional) 68 % (n=286) indicated interest in opportunities for professional development at UOW. 31.9 % (n=134) were not interested. (112 skipped this question).

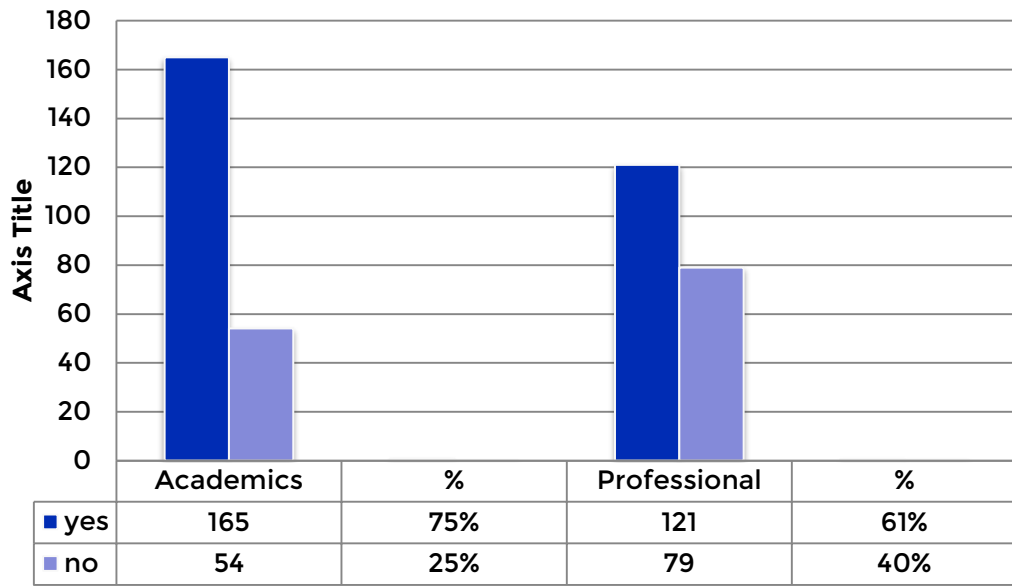
*\*Note: a 'No' response to this question skipped to question on accreditation (Q14)*



**Academic staff:** Of the 219 Academic staff, 75% (n=165) expressed interest, while 25% (n=54) indicated they were not interested. (32 skipped this question)

**Professional staff:** Of the 200 Professional staff, 61% (n=121) expressed interest, while 40% (n=79) indicated otherwise. (79 skipped this question)

**Interest in engaging in PD @ UOW: breakdown of Academic staff (n=219) and Professional staff (n=200)**



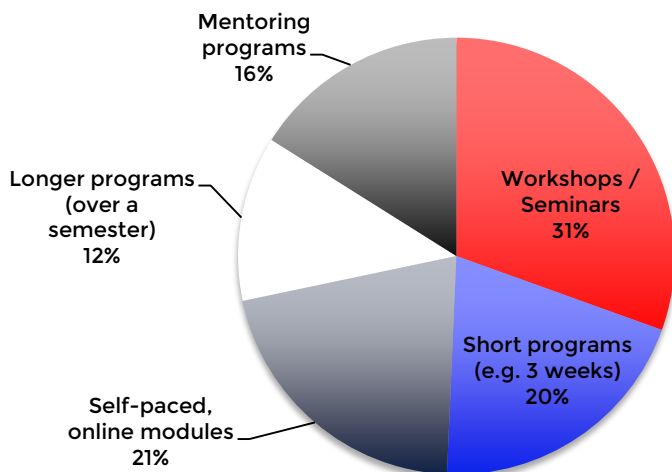
**Q9 DELIVERY OF PROFESSIONAL DEVELOPMENT @ UOW**

*Which would you be mostly likely to engage in: workshops/seminars, short programs, self-paced online modules, longer programs, mentoring programs?*

A total of 283 staff responded to this question – more than one selection was offered - resulting in 728 selections and 19 comments. (249 skipped this question, including 134 who responded ‘no’ to Q8)

The mode of delivery preferred by most staff is short workshops or seminars of one to two hours duration (n=222), followed by self-paced online modules (n=153) and short programs of one to two hours over 2-3 weeks (n=147). There is also interest in mentoring (n=117) and longer term programs (i.e. multiple points of contact over a semester) (n=89)

**Preferred type of PD activities @ UOW (n=728 responses from 283 staff)**



Comments in relation to preferred type of PD activities from **Academic** staff include:

- Faculty-based L&T workshops
- UOW financial support for staff (continuing or casual) for Grad Cert or Masters in HE accreditation
- PD accreditation needs to be formal and recognised by UOW (e.g. for promotion)

Issues highlighted by academic staff included: the need for recognition of PD activities in workload; ensure opportunities for PD are available to satellite campuses (e.g. videoconferencing, f2f workshops)

Comments in relation to preferred type of PD activities from **Professional** staff include:

- Video conferencing of PD was also mentioned
- Buddying with experienced staff on learning and teaching activities
- Developing networks with likeminded others to share experiences and resources

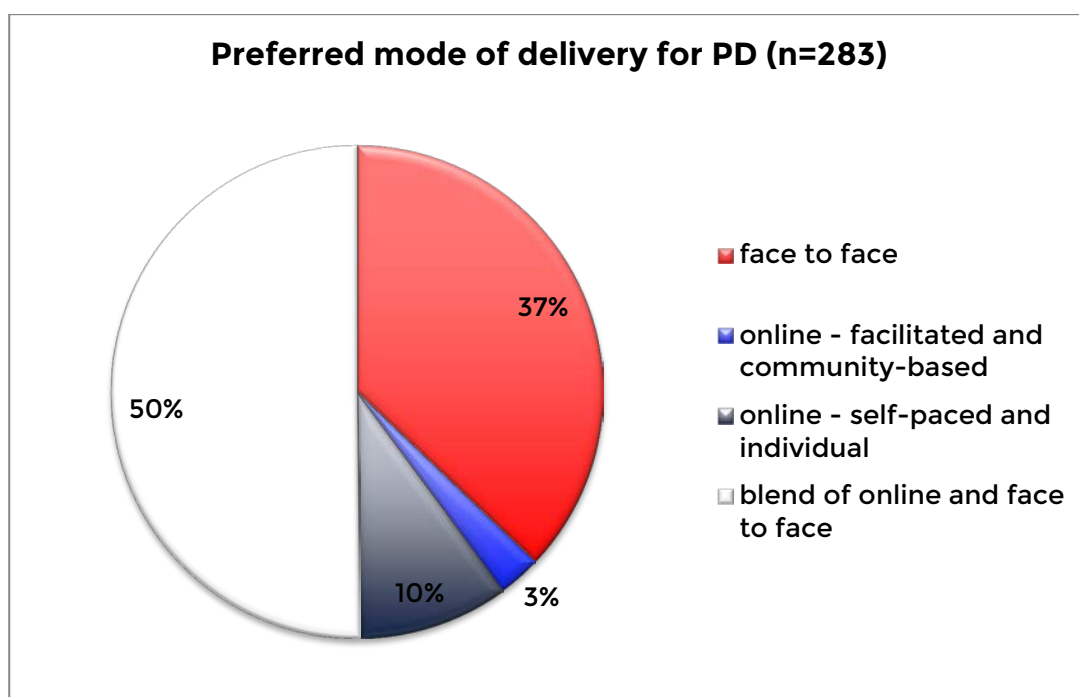
Issues highlighted by professional staff included: lack of faculty support for out of faculty professional development activities; limited availability of part-time staff to engage in short programs

## Q10 MODE OF DELIVERY OF PROFESSIONAL DEVELOPMENT

*What is your preferred mode of delivery for professional development?*

The preferred mode of delivery is a blend of online and face to face (n=142) for half the respondents, followed by 37% preferring face to face delivery (n=105). Preferences for PD which was delivered wholly online was low at only 13% of the total responses (n=36).

(A total of 283 staff responded, 249 skipped this question including 134 who responded 'no' to Q8)



Comments on mode of delivery included:

- **Issues:** difficulties with engaging in online, such as competing demands on time, developing trust, and whether content is suitable for online delivery
- Video conferencing of PD for satellite campus is needed
- Flexibility around work and family needs to be considered in PD opportunities

## Q11 TOPICS OF INTEREST FOR PROFESSIONAL DEVELOPMENT

*What topics are you interested in?*

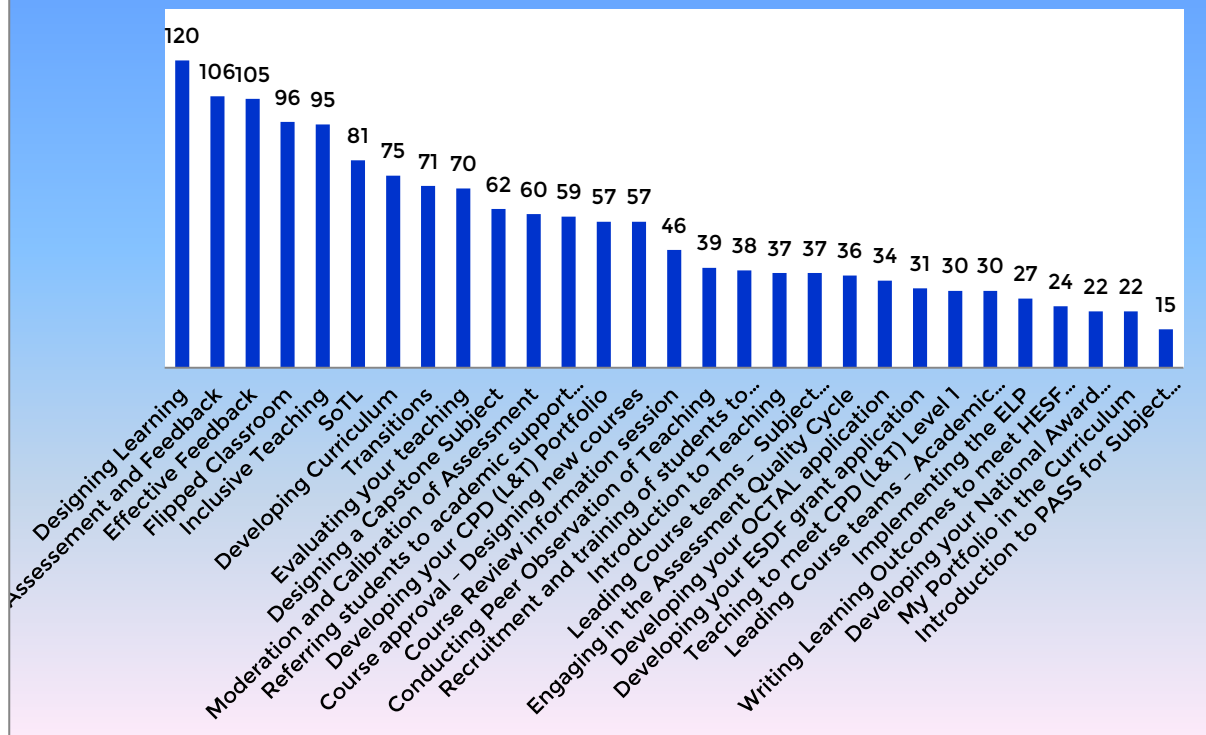
Respondents could select as many as options as applicable, resulting in 1582 responses from 244 staff (288 staff skipped this question including 134 who responded 'no' to Q8).

Of the 244 respondents, the topics of most interest included Designing Learning (by 49% of staff), with interest in both Designing Assessment & Feedback and Effective Feedback from 43 % of staff. Around one-third of staff were interested in each of the following: Flipped Classroom, Inclusive Teaching, SoTL, Developing Curriculum, Transitions and Evaluating your teaching (range from 29% to 39%). All choices are detailed in Table 3 below

Table 3: Topics of interest - all staff responses (n=1582 responses from 244 staff)

Topics	%	No of responses.
Designing Learning	49%	120
Designing Assessment and Feedback	43%	106
Effective Feedback	43%	105
Flipped Classroom	39%	96
Inclusive Teaching	39%	95
SoTL	33%	81
Developing Curriculum	31%	75
Transitions	29%	71
Evaluating your teaching	29%	70
Designing a Capstone Subject	25%	62
Moderation and Calibration of Assessment	25%	60
Referring students to academic support services	24%	59
Developing your CPD (L&T) Portfolio	23%	57
Course approval – Designing new courses	23%	57
Course Review information session	19%	46
Conducting Peer Observation of Teaching	16%	39
Recruitment and training of students to offer peer led, co-curricular academic support services	16%	38
Introduction to Teaching	15%	37
Leading Course teams – Subject coordinators	15%	37
Engaging in the Assessment Quality Cycle	15%	36
Developing your OCTAL application	14%	34
Developing your ESDF grant application	13%	31
Teaching to meet CPD (L&T) Level 1	12%	30
Leading Course teams – Academic Program Directors	12%	30
Implementing the ELP	11%	27
Writing Learning Outcomes to meet HESF requirements	10%	24
Developing your National Award application	9%	22
My Portfolio in the Curriculum	9%	22
Introduction to PASS for Subject Coordinators	6%	15

### PD topics of interest (n=1582 from 244 staff)



Other learning and teaching-related topics suggested by **Academic** staff are:

- Using technology: smartboards for teaching, technology enhanced learning, innovative approaches to blended learning
- Innovative strategies in teaching: e.g. making the most of 1 hour tutorials; lecture preparation and delivery
- Managing the classroom
- Working with adult learners

From **Professional** staff:

- Learning technologies: introduction, new technologies
- Facilitating peer learning
- Teaching transnational subjects: student support, integration and engagement
- Evaluating subjects

Suggestions not directly related to learning and teaching activities, but topics of interest mentioned (by Professional staff) are:

- Graduate Certificate in HE
- Dealing with student issues: e.g. mental health, RAs, ACs, exams, late submissions, withheld grades
- Training in course/subject administration
- Writing and mapping learning outcomes to assessment

## Q12 SPECIFIC ISSUES RELATED TO TEACHING PRACTICE

*Are there any specific issues or problems you would like help trying to solve in your teaching practice?*

Following are some of the issues identified:

Academic staff:

- Teaching students with limited academic writing skills, struggling international PG students; managing different levels of language proficiency in the one class
- Casualisation of teaching staff
- Technology enhanced learning: tools; enhancing the use of Moodle
- Flexible learning: managing online and f2f combined classes; keeping students engaged in flipped classroom; designing online learning
- Large classes: teaching of; maintaining high quality assessment
- Engaging disengaged students
- Managing students with mental health issues; academic considerations
- Opportunities to reflect on teaching
- Amount of content vs amount of time – 2 hours content in one hour tutorials
- Dealing with plagiarism
- Managing teaching teams
- Developing rubrics for marking and assessment

Professional staff:

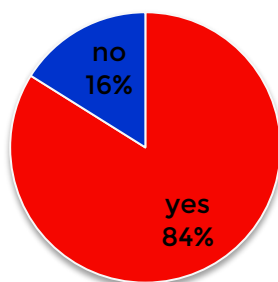
- First year student retention
- Technology for effective and engaging learning: limitations of Moodle; access to alternative software; limitations for regional area access issues
- Technology support for learning
- Designing marking rubrics
- Engaging students as a guest lecturer – having an impact in ‘one off’ classes

## Q13 NOTIFICATION OF PD OPPORTUNITIES OUTSIDE OF UOW

*Would you like to be made aware of professional development opportunities offered outside of UOW? (e.g. online courses, webinars, conferences etc)*

(278 skipped including 134 who responded ‘no’ to Q8)

### Interest in being notified of external PD opportunities (n=254)



## Accreditation and recognition of learning & teaching (Q14 – 17)

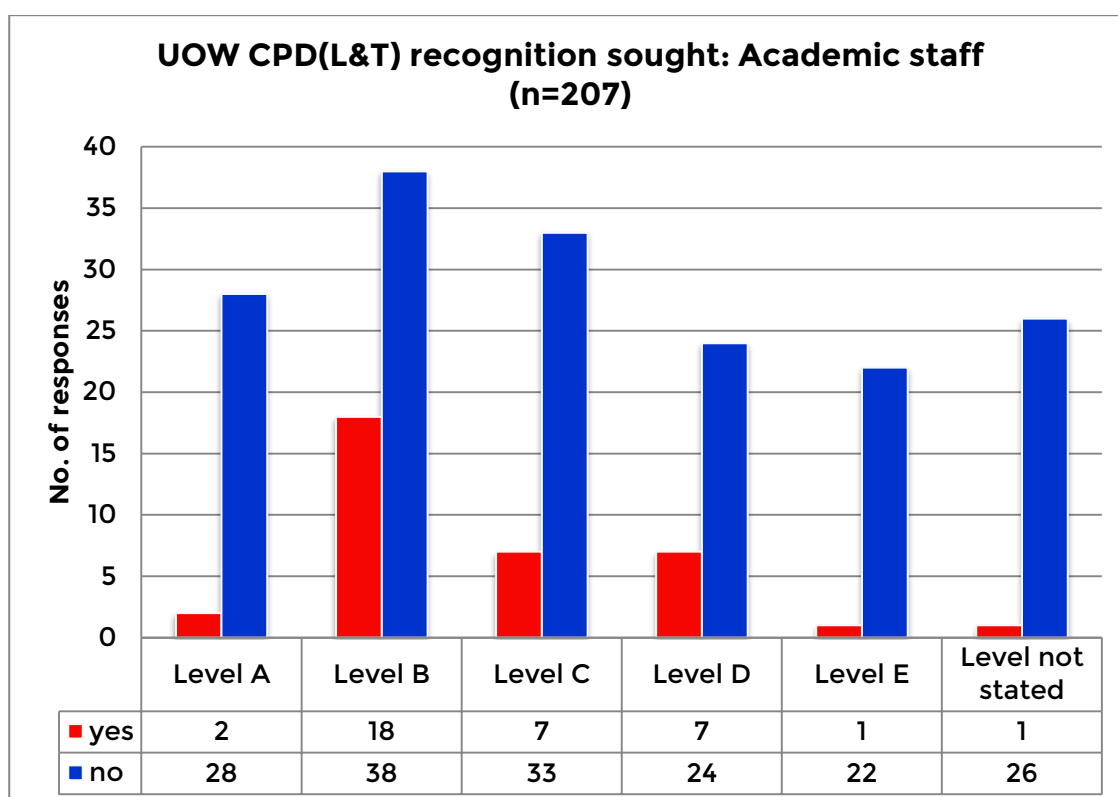
### Q14 RECOGNITION SOUGHT THROUGH UOW CPD(L&T) PORTFOLIO PROGRAM

Have you sought recognition of your teaching practice through the UOW Continuing Professional Development (Learning and Teaching) Portfolio Program?

(If yes skip to Q16) What are your motivations for engaging with the UOW Continuing Professional Development (Learning and Teaching) Portfolio Program?

#### Academic Staff

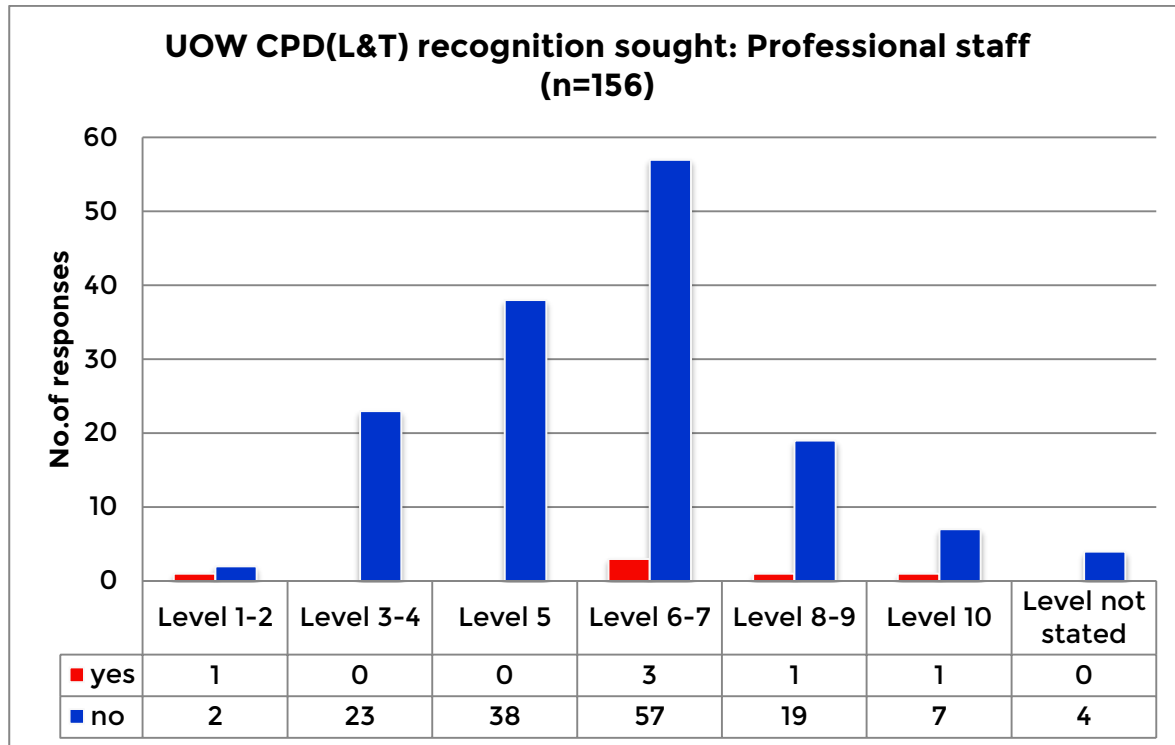
A total of 207 Academic staff responded to this question. 83% have not sought recognition through CPD(L&T) Portfolio program (n=171), while 17% have (n=36). The largest academic group engaging in this program is Level B academics (n=18), for reasons of career development (n=11), for probation (n=10), support for promotion (n=9), to support future job prospects (n=6), for professional recognition (n=5), as well as to improve teaching skills and practice (n=2 comments)





## Professional Staff

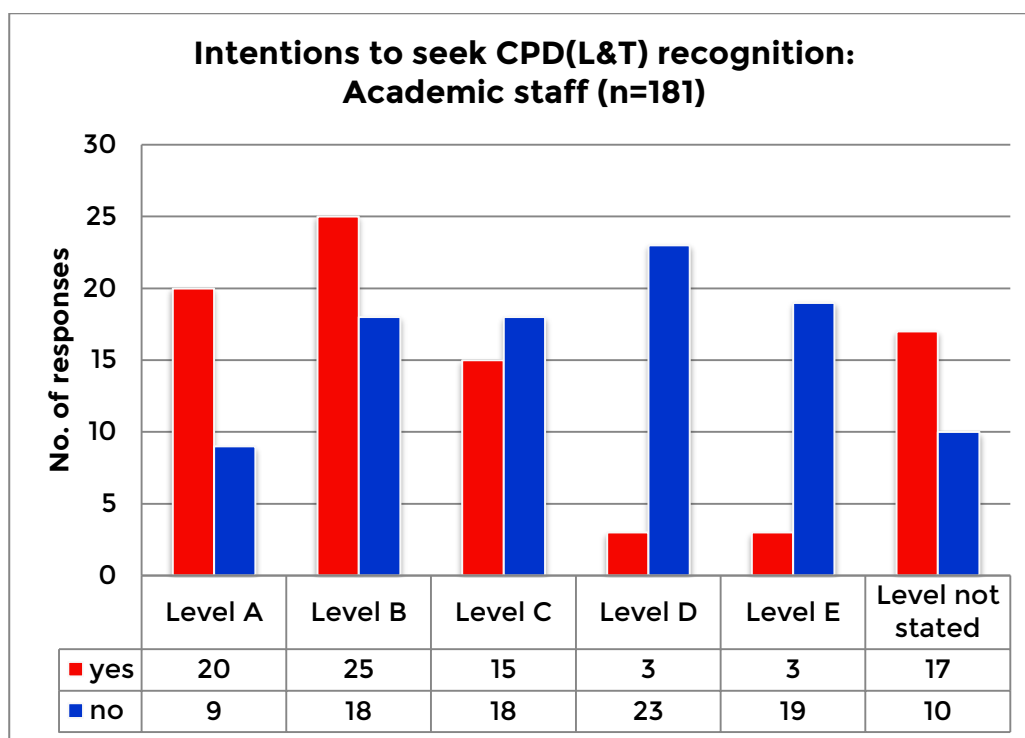
A total of 156 Professional staff responded to this question. 96% have not sought recognition through CPD(L&T) Portfolio program (n=150), while 4% have (n=6). Reasons given for seeking recognition include: for professional recognition (n=3), for career development (n=3), and to support future job prospects (n=2)



## Q15 INTENTION TO SEEK UOW CPD(L&T) RECOGNITION

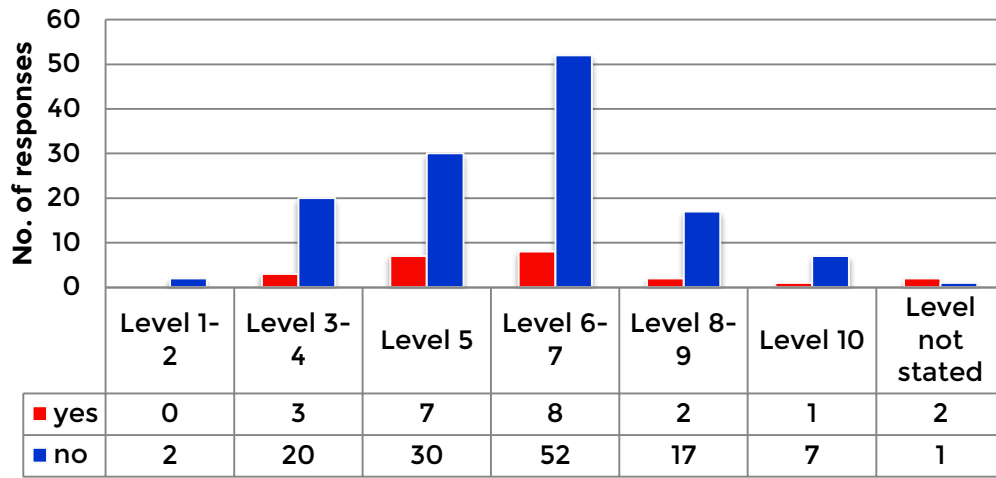
*Do you intend to seek recognition of your teaching practice through the UOW Continuing Professional Development (Learning and Teaching) Portfolio Program within the next two years? (A no response skips to Q17)*

Of the 181 Academic staff : 46% indicated they are intending to seek UOW CPD(L&T) recognition within the next two years (n=82), while 54% are not (n=97). Level A and Level B academics comprised more than half (54%, n = 45) of staff with intentions to seek recognition



Of the 152 Professional staff only 15% indicated they are intending to seek UOW CPD(L&T) recognition within the next two years (n=23), while 85% are not (n=129). Of those intending to, Professional staff from Level 5 and Level 6-7 comprised the majority (65%, n = 15)

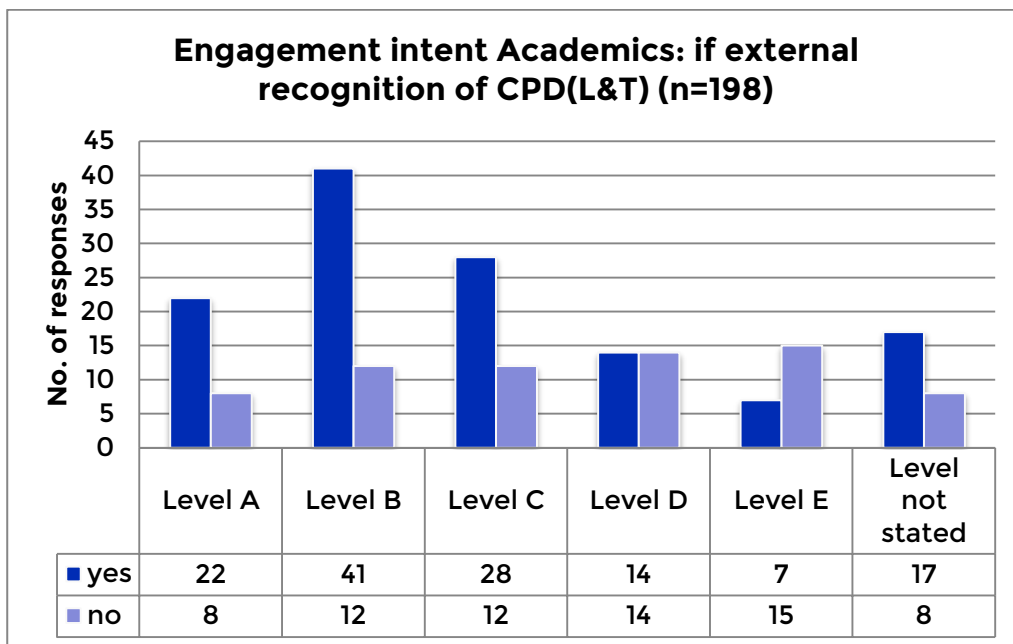
**Intentions to seek CPD(L&T) recognition:  
Professional staff (n=152)**



**Q17 EXTERNAL ACCREDITATION**

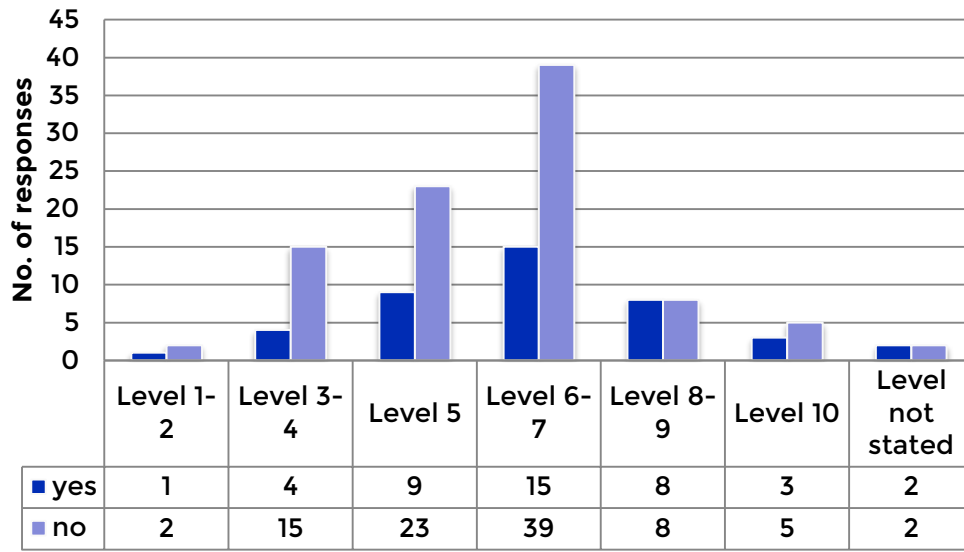
*Would you be more likely to engage with the UOW Continuing Professional Development (Learning and Teaching) Portfolio Program if it offered accreditation beyond the institution (for example international accreditation within the UK Higher Education Academy’s Educational Fellowship Scheme)?*

Of the 198 Academic staff who responded to this question, 65% (n=129) indicated that they would be more likely to engage in UOW CPD(L&T) recognition process if it provided external recognition, and 35% (n=69) indicated they would not.



Of the 136 Professional staff who responded to this question, 31% (n=42) indicated that they would be more likely to engage in UOW CPD(L&T) recognition process if it provided external recognition, and 69% (n=94) would not.

**Engagement intent Professional staff: if external recognition of CPD(L&T) (n=136)**



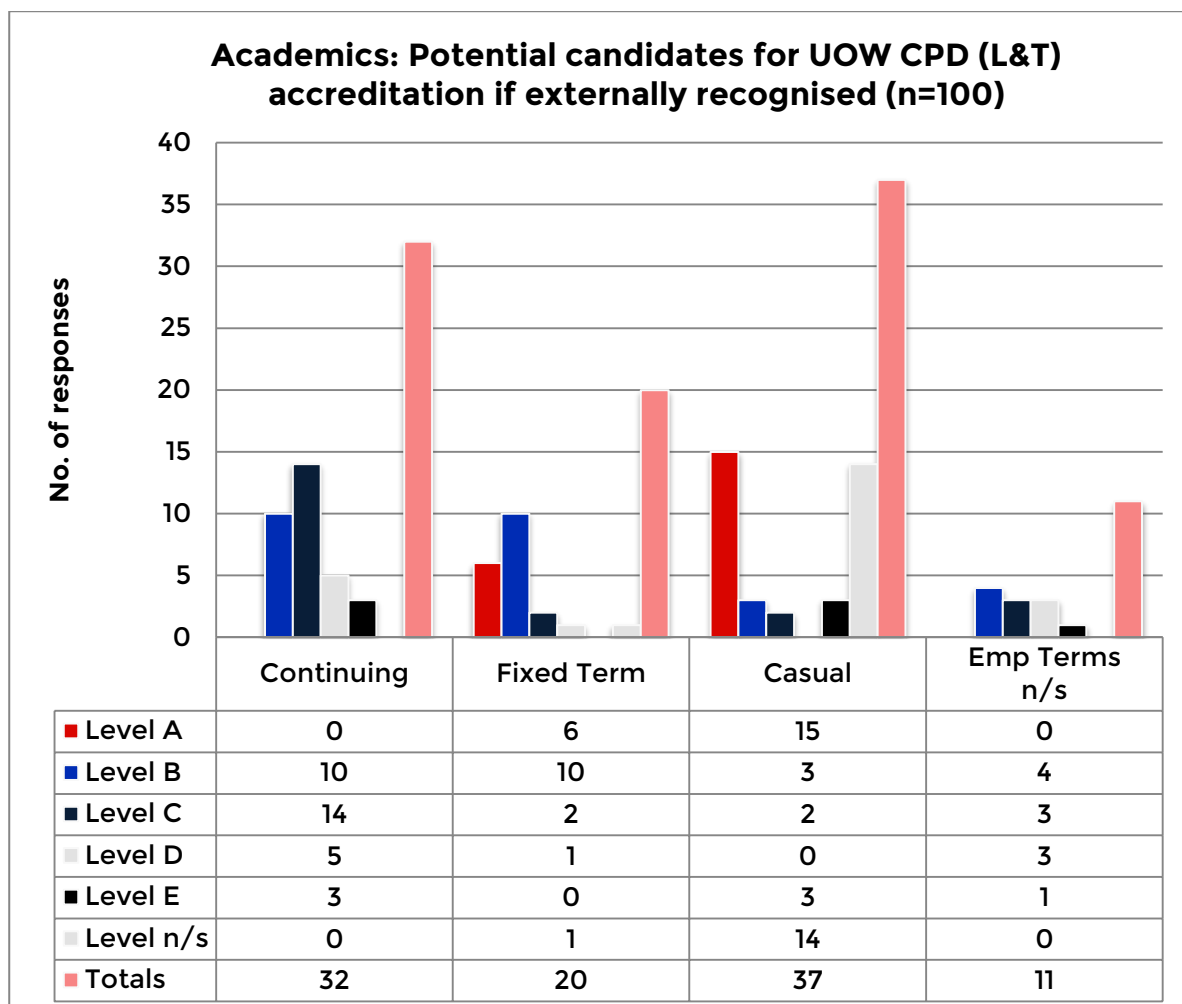
## Potential candidates for UOW CPD(L&T) accreditation

Potential candidates for future engagement in UOW CPD(L&T) accreditation are:

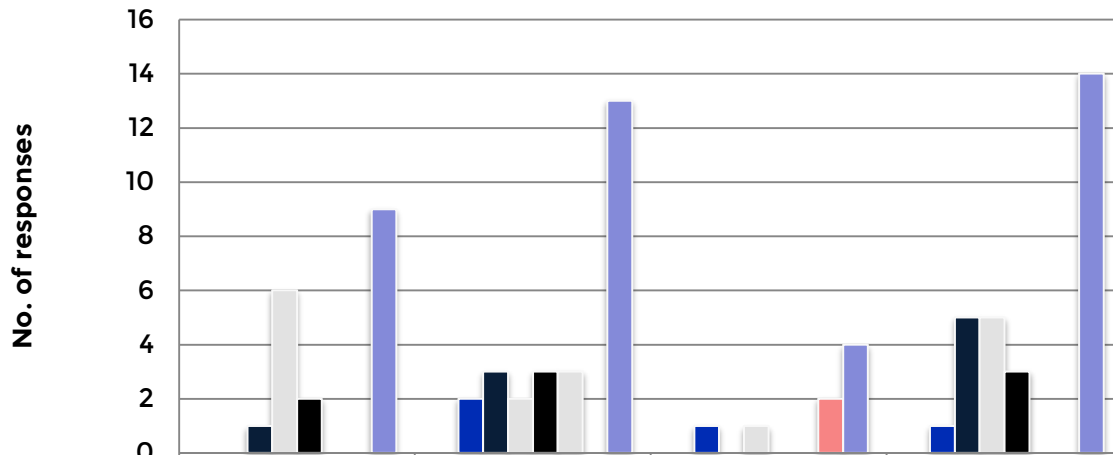
- those who have already engaged in UOW CPD(L&T) accreditation, but also expressed interest in having this accreditation externally recognised; and
- those who are not currently engaged in UOW CPD(L&T) accreditation, but would be interested if it was externally recognised (Q14 and Q17 comparison)

Of the total 171 who would be interested in engaging in UOW CPD(L&T) if externally recognised (129 Academic staff, 42 Professional staff), 42 of these were currently engaged or had already engaged (Academic=36, Professional=6). Of these 29 expressed interest in having this accreditation externally recognised.

A further 141 staff are not, or have not, engaged with CPD(L&T) accreditation process, but would be interested in doing so if externally recognised (Academic=101, Professional=40). A breakdown of staff according to employment levels and employment terms is as follows:



**Professional staff: Potential candidates for UOW CPD(L&T) accreditation if externally recognised (n=40)**



	Continuing	Fixed Term	Casual	Emp Terms n/s
■ Level 1-2	0	0	0	0
■ Level 3-4	0	2	1	1
■ Level 5	1	3	0	5
■ Level 6-7	6	2	1	5
■ Level 8-9	2	3	0	3
■ Level 10	0	3	0	0
■ Level n/s	0	0	2	0
■ Totals	9	13	4	14

# RECOMMENDATIONS

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The following recommendations are made in response to the data summarised in this report together with qualitative comments from respondents.

- **Marketing of PD opportunities:**
  - clarity that these opportunities are open to ANY staff involved in supporting learning and teaching
  - external PD opportunities continue to be publicised in the Universe
- **PD opportunities for longer-term staff:** a high proportion of respondents have worked at UOW for more than 5 years and with a majority of Level B and C Academics and Level 5 to 7 Professional staff. Results indicate a need to develop PD that goes beyond induction and probation
- **Staff in Faculty T&L Units:** conduct focus groups with these staff to determine their PD needs in relation to providing support for T&L
- **Variety and choice of PD activities:** offer a variety of PD activities which allow staff to make a choice in how they engage, including workshops/seminars, short (e.g. 3 weeks) and longer (e.g. over a semester) programs, self-paced online modules, mentoring programs
- **Delivery of PD:** a dedicated learning and teaching space with VC capabilities is necessary to allow satellite campus staff similar opportunities to main campus staff for engaging and participating in PD workshops/seminars
- **Mentoring / networking:** facilitate opportunities for mentoring and networking to enhance practice sharing and collegiality across disciplines/campuses
- **Topics for PD:**
  - offer a PD event for each topic listed (see Q11), frequency dependent on demand, supported by topic modules for easy access
  - offer showcases of technology-enhanced learning (drawing on WATTLE), supported by sustainable resources such as video uploads
- **Staff intentions for recognition:** the responses indicate that recognition has scope to increase, but further consideration is needed for scalability - reporting and reviewing process of applications
- **External accreditation:** further discussions about avenues for external accreditation for CPD
- **Casual staff:** recognition of casual staff and the role they play in L&T