

Publications

Summer 6-8-2018

Who am I? The Identity Crisis of a Researching Academic Developer

Cristina Cottom
Embry-Riddle Aeronautical University, cottomc@erau.edu

Angela Atwell
Embry-Riddle Aeronautical University, atwella2@erau.edu

Follow this and additional works at: <https://commons.erau.edu/publication>



Part of the [Higher Education and Teaching Commons](#)

Scholarly Commons Citation

Cottom, C., & Atwell, A. (2018). Who am I? The Identity Crisis of a Researching Academic Developer. , (). Retrieved from <https://commons.erau.edu/publication/949>

This Poster is brought to you for free and open access by Scholarly Commons. It has been accepted for inclusion in Publications by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu.



Who Am I? The Identity Crisis of a Researching Academic Developer

Angela Atwell and Cristina Cottom
Embry-Riddle Aeronautical University-Worldwide

ABSTRACT

According to social identity theory, academic developers experience role conflict. This struggle stems from responsibilities that fall into various professional categories. An academic developer is both staff and faculty; both developer and researcher. These differing identities often have contradictory purposes, leaving the academic developer conflicted. In this poster session, two researching academic developers explore the challenges and benefits of this identity crisis.

CONTACT

Angela Atwell, Faculty Development Instructor
Angela.Atwell@erau.edu

Cristina Cottom, Research Specialist
Cristina.Cottom@erau.edu

Website:
<https://sites.erau.edu/erauctleww/>

WHO ARE WE?



SOCIAL IDENTITY THEORY

According to social identity theory, membership in a group determines identity (Todd & Kent, 2009).



OUR CONFLICT

Academic developers experience role conflict due to their differing responsibilities in various groups (Ashforth & Mael, 1989). They can simultaneously fulfill staff and faculty, academic developer and researcher roles.



BENEFITS



The staff member offers insights to the faculty member. The researcher completes the academic developer. The ability to leverage these various perspectives strengthens experiences and credibility.