

Title: Explorations of the role academic managers play in engaging and supporting staff preparedness for professional recognition

Presenter: Sarah Floyd, Amanda Platt
University of Ulster

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify the role that academic managers can play in engaging and supporting staff preparing for professional recognition
- Consider the impact of this for individuals seeking recognition and those responsible for institutional targets
- Identify the relevance and transferability of these issues to their own situation

Session Outline

Gibbs (2008) highlights that, in order to develop teaching excellence, leadership activities such as nurturing an environment where it is permissible to talk in a scholarly manner about T&L, and where this is enabled through departmental structures, need to occur. Gibbs also concluded that to drive teaching excellence forward managers need to value, encourage and celebrate teaching. Literature on the leadership of T&L also highlights teacher development as a component of the responsibilities of the academic leader (Martin et al, 2003; Ramsden, 2003). Within the UK the development of sector standards in T&L (UK PSF, 2011) together with national teaching excellence awards and an increasing focus on professional recognition has helped to re-prioritise teaching development. However, the impact of this approach may be diminished if some manager conceptions and attitudes have lagged behind, thereby slowing down the transition to a more integrated and strategically-led culture of professionalism and teaching excellence.

This study explores the role the academic manager plays in influencing, motivating and supporting engagement in T&L CPD and their preparedness for professional recognition.

This study is situated in a large UK university with a strong teaching mission. A multi-methodological approach has been adopted interpreting institutional data from over five years. Evaluations from CPD activities, recognition and reward schemes have been collated and analysed for patterns of engagement. Against this rich backdrop, semi-structured interviews with 15 academic managers have been conducted to explore potential links between their leadership approach and its influence on staff engagement with CPD.

This analysis has shown considerable variation in engagement with CPD opportunities, reward and recognition processes across departments. Results indicate manager conceptions

of teacher excellence, and the value they place on teaching as a professional and scholarly endeavour, impact on their prioritisation, motivation and support for staff engagement with CPD.

Session Activities and Approximate Timings

20 minutes: Presentation of study and results

15 minutes: Discussion of findings and implications

- What issues emerge from these findings? For individuals? For institutions?
- Can you identify with these findings? Do they resonate with similar issues at your own institution?

10 minutes: Conclusion – addressing the issues

In the last few minutes the presenters will summarise the discussion points and identify how they aim to address the emerging issues in their own institution.

References

Gibbs G, Knapper C, & Piccinin S (2008) Disciplinary and Contextually Appropriate Approaches to Leadership of Teaching in Research-Intensive Academic Departments in Higher Education, *Higher Education Quarterly*, 62:4, 416-436

Martin E , Trigwell K , Prosser M & Ramsden P (2003): Variation in the Experience of Leadership of Teaching in Higher Education, *Studies in Higher Education*, 28:3, 247-259

Ramsden P (2003) *Learning to Lead in Higher Education*. London: Routledge Falmer.

UK Professional Standards Framework (2011) <http://www.heacademy.ac.uk/ukpsf> accessed 31\10\13