

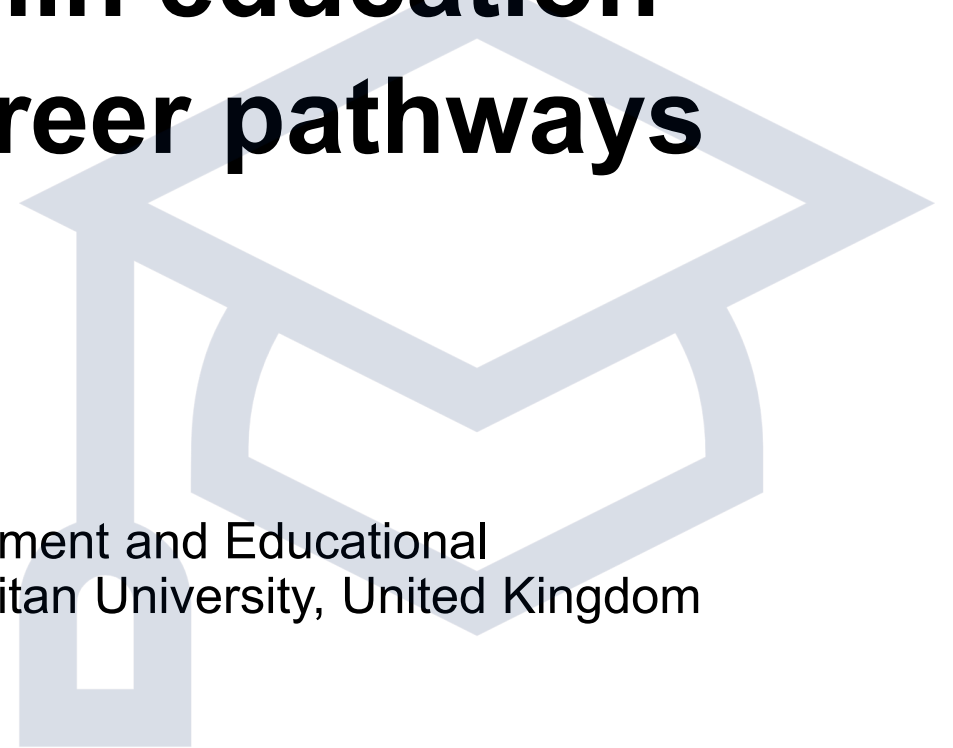
From confusion to clarity: Embedding SoTL within education focused academic career pathways



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Context matters

- Large modern civic university in UK
- Proud of our diverse student body and widening participation
- Excellent student experience
- Major transformation underway from a teaching focused to a dual intensive institution

What is the problem?

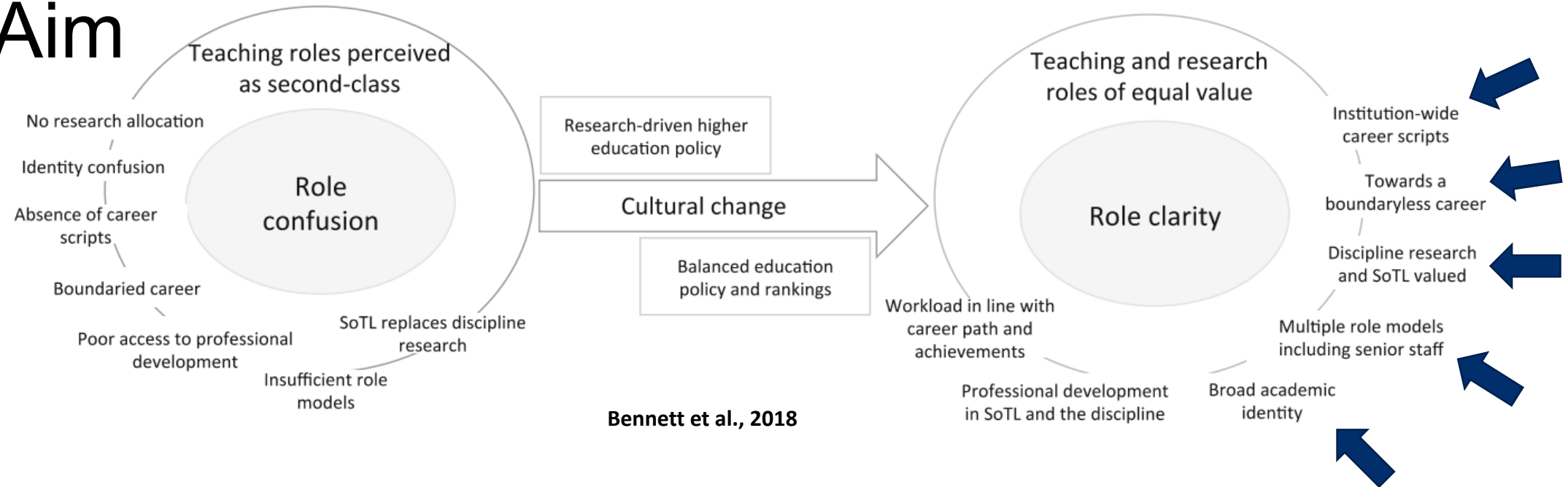
- 35% of full-time academics in the UK are employed on teaching only or teaching and scholarship contracts, up from 26% in 2015/2016 (Source HESA , 2022)
- Similar increases in Australia, Canada and the US (Bennett et al., 2018)
- Our education-focused academics face two significant barriers to career progression:
 - the roles they perform are diverse and more multifaceted than a teaching and research academic (RAE, 2018)
 - education focussed academics often held in lower esteem than their teaching and research colleagues and SoTL often undervalued in comparison to disciplinary research (Cashmore et al ., 2013; Smith and Walker, 2021)



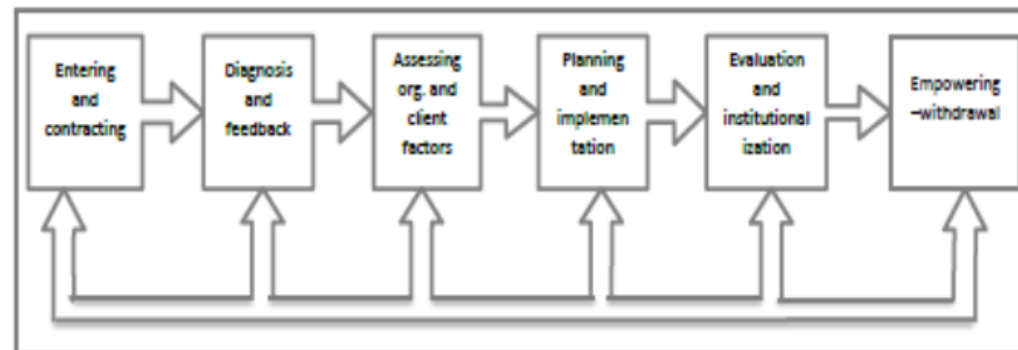
a sense of role confusion within education focused academics

What did we do?

The Aim

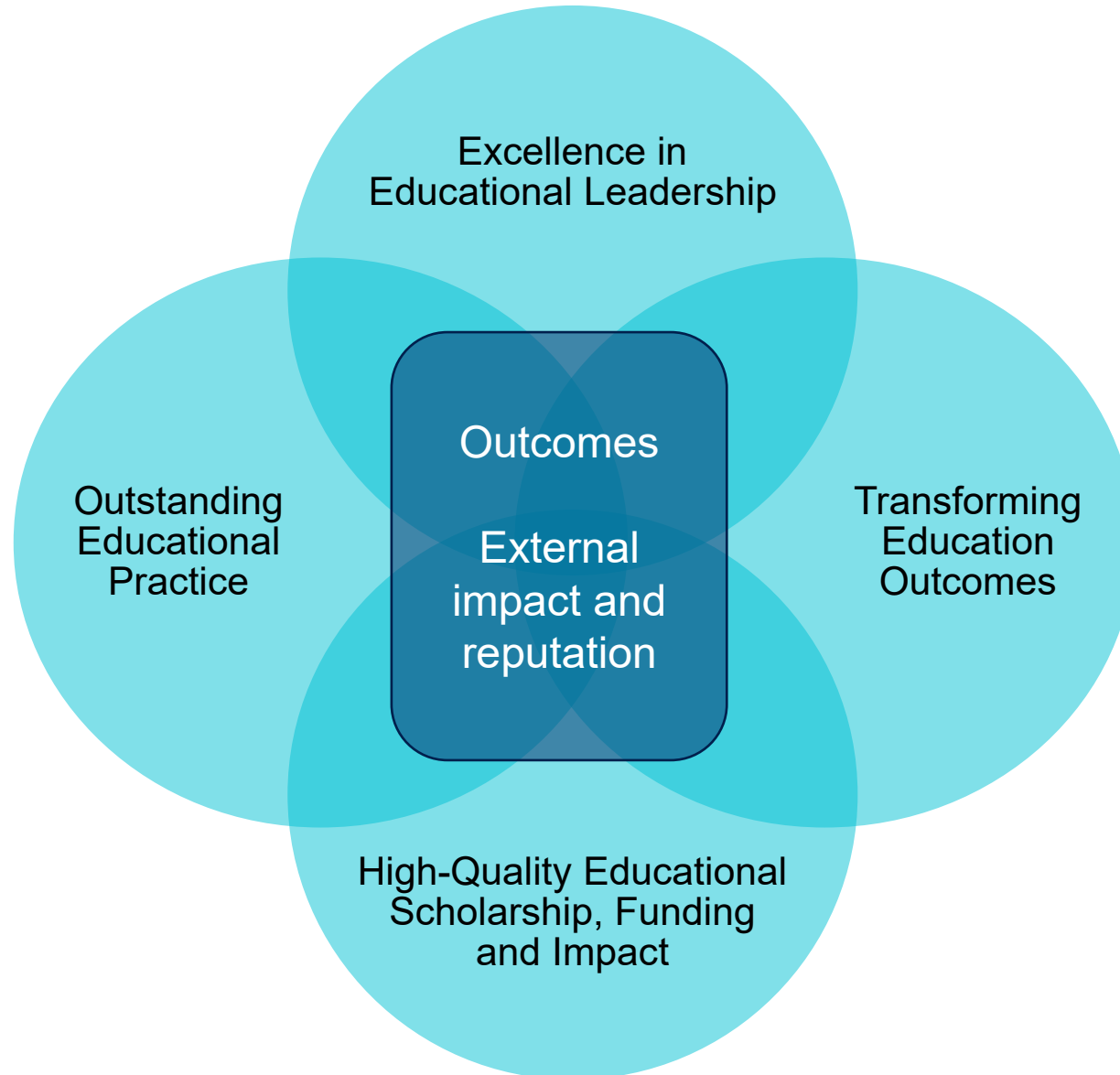


The Process



Asumeng and Osae-Larbi (2015) six step model of organisation development

Reshaping of the education-focused career pathway around four flavours of educational excellence.



Notes:

The flavours are not mutually exclusive.

Core to each flavour is the requirement to demonstrate:

- the impact of your work on student experience and outcomes, and
- and your external impact and reputation

Align your work with the University Education Strategy [Education Strategy - Manchester Met Intranet \(mmu.ac.uk\)](https://www.mmu.ac.uk/education-strategy)

The four flavours – at Reader Level

Excellence in Educational Leadership - Reader



Educational leadership at Department or Faculty level that evidences a significant contribution to the academic mission of the University as typified by:

- **Delivery of significant** improvements in educational metrics at dept or faculty level (e.g., continuation, NSS, graduate outcomes) as Dept Education Lead, Faculty Employability Lead etc.
- Or the delivery of departmental or faculty educational initiatives that have **transformed student experience or outcomes** (e.g., via curriculum innovation, professional accreditation, reducing differential outcomes)
- **Alongside** a clear **evidence base** of **external impact** of the above achievements (e.g., via national and international conferences, invited talks, academic publications or via sector, industry or government publicly available resources)
- **And** evidence of **growing international recognition, reputation and impact** (e.g. SFHEA status, learned societies, policy bodies, industry, PSRBs, expert panels etc.)
- **And** demonstration of **sustained personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring and student support and 2) making a positive contribution to our academic culture



Transforming Education Outcomes - Reader



Leading scalable and significant work across a department or faculty to improve the student experience or outcomes as typified by:

- The successful delivery of a significant educational initiative(s), **aligned to the University Education Strategy** that **demonstrably improves departmental or faculty student experience or outcomes** (e.g., future focussed curriculum and delivery, narrowing awarding gaps, building a coherent student journey, excellent graduate futures, DELTA, belonging, engagement and personal tutoring)
- **Alongside** a clear **evidence base** of **external impact** of the above achievements (e.g., via national and international conferences, invited talks, academic publications or via sector, industry or government publicly available resources)
- **And** evidence of **growing international recognition, reputation and impact** (e.g. SFHEA status, learned societies, policy bodies, industry, PSRBs, expert panels etc.)
- **And** demonstration of **sustained personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring and student support and 2) making a positive contribution to our academic culture



Outstanding Educational Practice - Reader



A sector-wide profile for outstanding education practice as typified by:

- **Sustained evidence of personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring & student support and 2) making a positive contribution to our academic culture
- **And evidence** of your external impact and reputation in teaching, learning and assessment practice in an area such as innovative and scalable curriculum design, assessment methods, digital education, inclusive education, experiential learning, active learning etc.
- **Or evidence** of your application of professional practice in education and its demonstrable impact, internally on student experience and outcomes across different programmes and, externally across the sector
- **Alongside** high-quality external keynotes, resource authorship and other expert presentations and publications
- **And** a clear evidence base of **mentoring and championing** teaching and learning excellence at department or faculty level
- **And growing international recognition, reputation and impact in your expert area of educational practice** (via SFHEA status, industry profile, journal editorships, learned societies, subject associations and other markers of esteem)



High Quality Educational Scholarship - Reader



A body of high-quality pedagogical publications, funding income, external impact and reputation as typified by:

- **Sustained track record** of excellent research and scholarship in pedagogy or practice that is **aligned to our education strategy** with demonstrable impact on curriculum design and student outcomes
- **And well-cited, high-quality scholarly outputs** (e.g., publications in relevant and esteemed journals, reports, monographs, textbooks, exhibitions or performances, conference papers, as appropriate to the discipline)
- **And external grant income as PI or Co-I** in the scholarship of teaching & learning (e.g., QAA collaborative awards, Advance HE)
- **Alongside** the demonstration of **sustained personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring and student support and 2) making a positive contribution to our academic culture
- **And** evidence of **mentoring and championing** educational scholarship at department or faculty level
- **And growing international impact and reputation in your expert area of educational scholarship** (via SFHEA status, research collaborations, journal editorships, learned societies, chairing subject associations and other markers of esteem)



The four flavours – at Professorial Level

Excellence in Educational Leadership - Professor



Senior Educational leadership at Centre, Department, Faculty or Institutional level that evidences a sustained, major contribution to the academic mission of the University as typified by:

Sustained and significant improvements across several educational metrics at dept or faculty level (e.g., continuation, NSS, graduate outcomes) achieved as HoD, FED or other senior academic leadership role

And delivery of departmental, faculty or institutional educational initiatives that have **transformed student experience or outcomes** (e.g., via curriculum innovation, professional accreditation, narrowing of differential outcomes etc.)

Alongside a high-quality **evidence base of significant, sustained external impact** of the above achievements (e.g., via national and international conferences, invited talks, academic publications or via sector, industry or government publicly available resources)

And sustained evidence of **national and international recognition, reputation and impact** (e.g. PFHEA status, learned societies, policy bodies, industry, expert panels etc.)

And demonstration of sustained personal excellence in 1) teaching, learning and assessment, curriculum design, personal tutoring and student support, 2) the impact of your own education practice on student experience and outcomes and 3) in the mentoring of other colleagues and making a positive contribution to our academic culture



Outstanding Educational Practice - Professor



A sustained and leading sector-wide profile for outstanding education practice as typified by:

- **Sustained evidence of personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring & student support and 2) making a positive contribution to our academic culture and 3) the impact of your own education practice on student experience and outcomes
- **And sustained evidence** of your external impact and **national/international leadership** in teaching, learning and assessment practice in an area such as innovative and scalable curriculum design, **practice-based learning**, digital education, inclusive education, experiential learning, active learning etc.



- **Alongside sustained evidence of high-quality national and international** external keynotes, resource authorship and other expert presentations and publications
- **And a sustained evidence** base of **leading, mentoring and championing** teaching and learning excellence at faculty or institutional level
- **And sustained national and international recognition, reputation and impact in your expert area of educational practice** (via PFHEA status, journal editorships, learned societies, chairing subject associations and other markers of esteem)

Transforming Education Outcomes - Professor



Leading scalable and significant work across the university to improve the student experience or outcomes as typified by:

- The **sustained** and successful delivery of significant educational initiatives, **aligned to the University Education Strategy** that **demonstrably improve institutional student experience or outcomes** (e.g., future focussed curriculum and delivery, excellent student experience, excellent graduate futures, DELTA, belonging, engagement and personal tutoring)
- And **evidence** of providing academic leadership of the above and propagating good practice throughout the University
- **Alongside** a high-quality **evidence base of significant, sustained external impact** of the above achievements (e.g., via national and international conferences, invited talks, academic publications or via sector, industry or government publicly available resources)
- **And sustained evidence of national and international recognition, reputation and impact** (e.g. PFHEA status, learned societies, policy bodies, industry, expert panels etc.)
- **And demonstration of sustained personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring and student support, 2) the impact of your own education practice on student experience and outcomes and 3) in the mentoring of other colleagues and making a positive contribution to our academic culture



High Quality Educational Scholarship - Professor



An extensive body of high-quality pedagogical publications, funding income, demonstrable external impact and reputation as typified by:

- **Sustained extensive track record** of excellent research and scholarship in pedagogy or practice that is **aligned to our education strategy** with demonstrable impact on curriculum design and student outcomes
- And extensive **well-cited, high-quality scholarly outputs, as judged against international norms**, (e.g., publications in relevant and esteemed journals, reports, monographs, textbooks, exhibitions or performances, conference papers, as appropriate to the discipline)
- **And external grant income as PI** in the scholarship of teaching & learning (e.g., QAA, Advance HE, OFS)
- And demonstration of **sustained personal excellence** in 1) teaching, learning and assessment, curriculum design, personal tutoring and student support, 2) the impact of your own education practice on student experience and outcomes and 3) in the mentoring of other colleagues and positive contribution to our academic culture
- And evidence of **leading, mentoring and championing** educational scholarship at faculty and institutional level
- **And sustained international impact and reputation in your expert area of educational scholarship** (via PFHEA status, research collaborations, journal editorships, learned societies, chairing subject associations and other markers of esteem)



The results of the project to date

- Between 2017/2018 and 2020/2021 there were 11 senior education focussed promotions in total
- In 2021/2022 - 10 new Education focussed Readers and Professors across all four Faculties
 - (35% of Senior Academic promotions)
- In 2022/2023 – 14 new Education focussed Readers and Professors across all four Faculties
 - (27% of Senior Academic promotions)

Professors

Academic Career Pathway	Applied	Success at Faculty panel	Success at Final Committee
EPC	6	4	4
REC	10	6	5
Grand Total	16	10	9
Success rate by pathway	2019/20	2020/21	2021/22
EPC	20%	50%	67%
REC	40%	46%	50%

Readers

Academic Career Pathway	Applied	Success at Faculty panel	Success at Final Committee
EPC	12	7	6
REC	24	14	13
Grand Total	36	21	19
Success rate by pathway	2019/20	2020/21	2021/22
EPC	13%	39%	50%
REC	58%	53%	54%

Source : Manchester Metropolitan University Annual Promotions Report from 21/22

Our Offer for Educator Development

Associate Innovation
Scholar (smaller workload
dept education project)

Innovation Scholar
(Fractional Secondment into
LEED)

Development Programmes

PG Cert and
MA HE

Excellence
in Unit
Leadership

Excellent
Programme
Leadership

Future Ed
Leaders

Good to
Great

Career Progression

Support to achieve external profession recognition

AF
Advance HE

Fellow
Advance HE

SF
Advance HE

PF
Advance HE

National Teaching Fellowship/Collaborative Award for Teaching Excellence

Communities of Practice Aligned to strategic goals (e.g Ed Tech Cop)

Annual T&L Conference

Evergreen resources – workshops, webinars, events and sandpits

Faculty EPC Communities of Practice from Sept 23

Faculty-wide EPC Communities of Practice

Arts & Humanities
EPC Community of Practice

Led by Helen McCormick



Business & Law
EPC Community of Practice

Led by Maria Allen and
Hannah Holmes



Health & Education
EPC Community of Practice

Led by Janet Lord and Orlagh
McCabe



Science & Engineering
EPC Community of Practice

Led by Fiona Saunders, Mark
Langan and Michael Carroll



Each Community of Practice holds 4-6 meetings per year – Typical topics might be:

- Understanding the promotions process and hearing from successful EPC Readers and Professors
- Sharing experiences and building networks – mentoring each other
- Building impact (internal and external)
- Doing SoTL
- Undertaking educational innovation projects and innovation and applying for funding

The EPC Convocation - a coming together



42 EPC Profs and Readers¹
3 NTFs /18 PFHEA
~30 FEL /G2G
10 Full Innovation Scholars
4 FEDs/27 DELs



**An EPC
Convocation**
MS teams channel
An annual lunch
reception

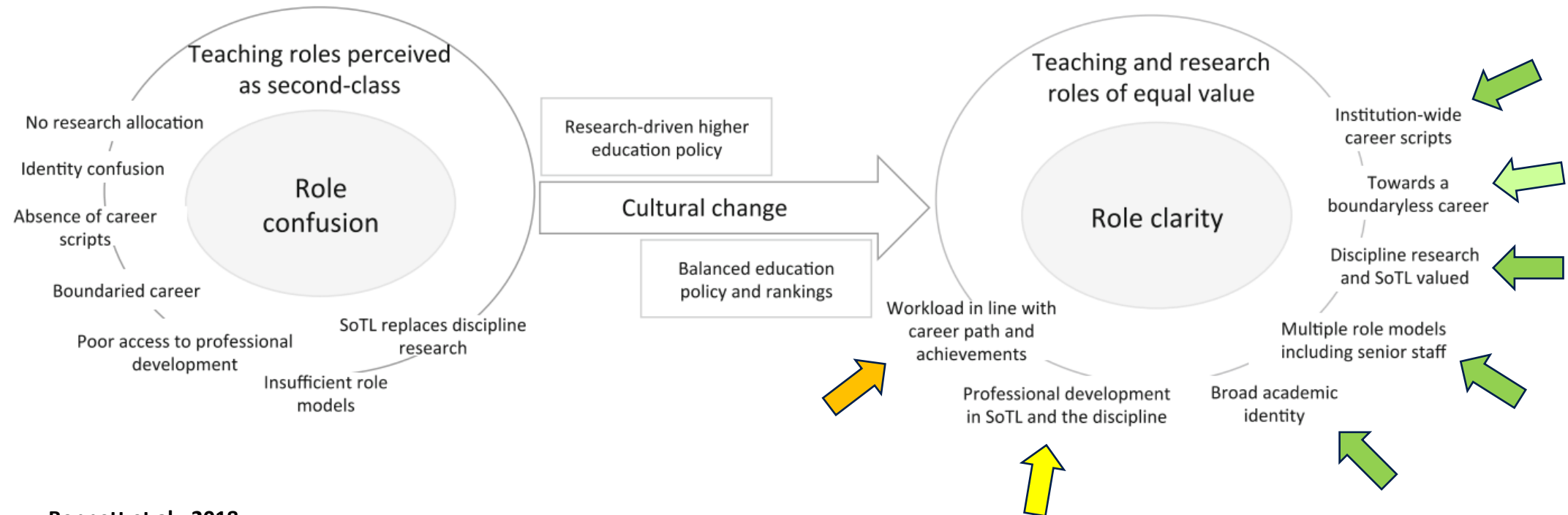


Visibility of
opportunities to get
more involved in
leading delivery of
the Education
Strategy



1. Includes 22/23 promotions round

Our original aims



Bennett et al., 2018

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Thanks for listening

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