

# Building the Faculty: excellence in teaching for a complex world

Professor Philippa Levy  
CEEMAN Deans & Directors Meeting

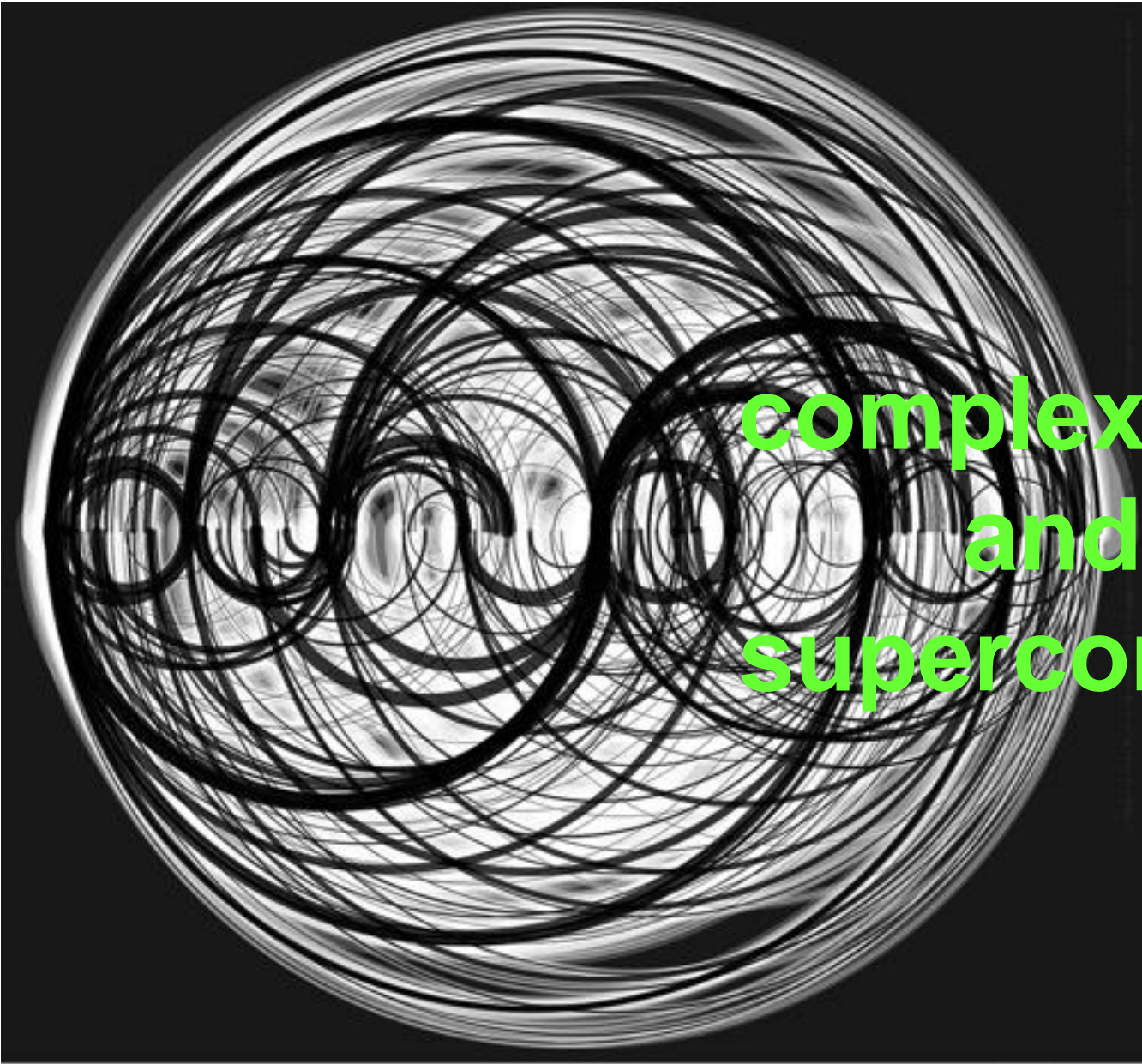


27<sup>th</sup> Sept 2012

# HEA mission



“To use our expertise and resources to support individual staff, disciplinary and interdisciplinary teams, and higher education communities and institutions in general to enhance the quality and impact of learning and teaching.”



# complexity and supercomplexity

Source:  
[Barrykade.wordpress.com](http://Barrykade.wordpress.com)



# Which graduate attributes?



knowledgeable in their subject critical, analytical,  
creative thinkers information literate skilled in the  
use of IT entrepreneurial problem solvers skilled and  
ethical researchers efficient planners and time  
managers flexible team workers competent in  
applying skills and knowledge active citizens who  
respect diversity accomplished communicators  
independent learners professional and adaptable  
culturally agile, able to work in multinational settings  
well rounded, reflective, self aware, self motivated

An example from *the*SheffieldGRADUATE  
a degree with so much more...

# Which pedagogical practices? 1

“What best predicts educational gain is measures of educational process: what institutions do with their resources to make the most of whatever students they have. The process variables that best predict gains are *not to do with the facilities themselves, or to do with student satisfaction with these facilities* but concern a small range of fairly well-understood pedagogical practices that engender **student engagement**.”

Gibb (2010), see also Trowler & Trowler (2010)

# Which pedagogical practices? 2

- Encourage student-faculty contact
- Encourage cooperation among students
- Encourage active learning
- Give prompt feedback
- Emphasise time on task
- Communicate high expectations
- Respect diverse talents and ways of learning

(‘7 Principles’ Chickering & Gamson 1987)

- Forge strong links between teaching and research

# Key challenges for Faculty-building in management development?



A UK perspective:

Teaching with very large student numbers

Teaching international student cohorts

Providing experiential learning opportunities, including internships and international

Teachers' understanding of the current workplace (result of pressure to recruit only PhD staff to meet external accreditations)

Improve business-university collaboration (Wilson Review 2012)

# How to build the Faculty?

establish standards reward, recognise and  
accredit new to teaching continuing  
professional development disciplines and  
interdisciplinarity professional services staff  
key pedagogical and strategic themes  
teaching leadership institutional change  
knowledge-sharing communities and networks  
build evidence base practitioner inquiry  
resource innovation and experimentation align  
the physical (and virtual) estate work with  
students as partners



# The HEA

# Our priorities and approaches 1

Supporting effective practice, reflection and innovation in the disciplines, promoting interdisciplinarity, supporting professional services staff

Events, resources, grant schemes, scholarly journals, strategic projects

## Addressing key challenges

e.g. Internationalisation, employability, flexible delivery, retention and success, assessment and feedback, learning technologies

## Supporting institutional change and leadership

Change programmes and consultancy, students as partners

# Our priorities and approaches 2



## Recognising, rewarding, accrediting excellent teaching

Fellowship scheme aligned to UK Professional Standards Framework; institutional professional development accreditation, National Teaching Fellow awards; Student-led teaching awards

## Evidence gathering, analysis

Commissioning research and disseminating findings, conducting surveys, evaluating the impact of our own work

# Professional standards and levels (UKPSF)



5 areas of activity

6 aspects of core knowledge

4 professional values

Descriptor 1: Associate of the Academy

Descriptor 2: Fellow of the Academy

Descriptor 3: Senior Fellow of the Academy

Descriptor 4: Principal Fellow of the Academy

# UKPSF 'Areas of activity'

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices



# UKPSF 'Core knowledge'

K1 The subject material

K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice

# UKPSF 'Professional values'

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

# Our support for business and management education



- Working with business and management teachers, schools, universities, professional bodies, government
- Addressing topical curriculum themes
  - Sustainable development
  - Business ethics
  - Enterprise and entrepreneurship
  - Small-medium enterprises versus 'big business'
- Addressing discipline-specific teaching challenges

# Some HEA facts & figures 2011-12



New strategic plan, and revised UKPSF

Over 36,000 Fellows (17% of UK academic staff, over 6K new this year)

450 events attended by over 12K delegates

111 teaching development grants awarded (£2M)

14 international scholarships (£190K)

15 PhD scholarships (£823K)

7 institutional change programmes with 50 teams from 35 institutions

Major Student-Led Teaching Awards initiative

New Policy Think-Tank set up

65% increase in website visits

# Our international engagement

## International consultancy

e.g. discipline and interdisciplinary practice,  
professional standards development

## International collaboration

e.g. joint projects with ministries, sector agencies,  
universities

## International subscription

opportunity to participate in and contribute to an  
international learning and teaching community, access  
to accreditation and recognition



A photograph of three students in a classroom setting. A blonde woman in a white shirt is leaning over a desk, pointing at a document. A Black man with glasses and a grey vest is looking at the document. A woman with long brown hair is also looking at the document. In the background, another student is visible. A blue semi-transparent banner is overlaid at the bottom of the image.

[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

# References

Chickering A.W. & Gamson, Z.F. (1991) Applying the Seven Principles for Good Practice in Undergraduate Education. San Francisco: Jossey-Bass.

Gibbs, G. (2010) Dimensions of Quality. York: HEA  
[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

Trowler, V. & Trowler, P. (2010) Student Engagement Evidence Summary. York: HEA [www.heacademy.ac.uk](http://www.heacademy.ac.uk)

Wilson, T. (2012) A Review of Business – University Collaboration. London: Department for Business, Innovation and Skills.

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/w/12-610-wilson-review-business-university-collaboration>