

Professional Recognition of University Educators

Dr Elizabeth Beckmann PFHEA, The Australian National University

Why?

Increasing need for accountability around qualifications and teaching capabilities, especially for sessional staff.^{1,2}

Academics and learning support staff want reward/recognition for teaching that can influence employment/promotion.¹

How?

2011 Higher Education Academy links professional recognition scheme to UK Professional Standards Framework (PSF), inclusive of all who teach and/or support learners (e.g. academics, tutors, professional staff).

2013 ANU signs Memorandum of Understanding with Higher Education Academy as its first international subscriber.

2013 Research: PSF provides common language for teaching; gives identity to university teachers; influences UK practice.³

2014 ANU Educational Fellowship Scheme (EFS) becomes first HEA-accredited recognition scheme outside UK. Designed to be strongly developmental, inclusive, peer-mentored, and peer-reviewed, with distributed leadership

2014 Australian University Teaching Criteria & Standards Framework aligned with academic promotion in some institutions.⁴

2016 HEA-accredited recognition pathways at >200 subscribing institutions (4 in Australia). Worldwide: >73,000 HEA fellows.

Outcomes of my National Teaching Fellowship

- >30 NTF events across Australasia. Inclusive recognition welcomed. Individual self-efficacy linked to external evidence.
- 'Proof of concept': professional recognition through EFS with cohorts from ANU, QUT, CSU, UoW, USC, UNE and AUT (NZ).
- ANU EFS has now awarded almost 400 fellowships across 18 universities (15 in Australia, 1 in New Zealand, 2 in China).
- Ongoing research on impacts on individuals post award of fellowship. Report, publications and website to tell the story.
- Australasian Symposium on Professional Recognition of University Educators* 30th May (>60 people, 26 institutions)



ANU Educational Fellowship Scheme

Associate Fellow (AFHEA)	Fellow (FHEA)	Senior Fellow (SFHEA)	Principal Fellow (PFHEA)
Early career <i>Early career academics, tutors, technologists, librarians, student mentors</i>	Established educator <i>More experienced academics, postdocs, researchers, technologists</i>	Sustained peer engagement <i>Experienced academics, award winners, experienced professional staff</i>	Strategic leadership <i>National Teaching Fellows, DVCs, PVCs, level C-E academics, senior managers</i>
79 ANU + 49 Aust/NZ	52 ANU + 17 Aust/NZ	88 ANU 88 Aust/NZ	3 ANU 13 Aust/NZ

What fellows think ...

<i>PSF captures ... really good teaching practice as opposed to things that look good on paper.</i>	<i>I am more active and confident in L&T innovation... [and] classroom-based research.</i>	<i>... reading through my final version ... I honestly felt quite proud of what I had written.</i>	<i>... self affirming process, a voyage in self-discovery. Meeting fellow applicants... simply exhilarating</i>
<i>... challenging but definitely enjoyable and enriching. I found a sense of fulfillment and happiness ... completing my portfolio.</i>	 ANU Vice-Chancellor @VC_ANU - Apr 1 I'm thrilled to be awarded a Senior Fellowship of the Higher Education Academy. I encourage all @ ANU to engage as well to improve teaching		<i>... very grateful ... that at last in Australia, we are establishing a benchmark for teaching in our universities.</i>
<i>... with the FHEA letters in my email signature I seem to be taken seriously ...</i>	<i>... such a worthwhile exercise ... to reflect on what I do every day ... very proud of these achievements</i>	<i>... really appreciated [that] professional staff could be involved. I think that is huge. ...</i>	



Support for this Fellowship has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this poster do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

References

- James et al. 2015. *Advancing the Quality and Status of Teaching in Australian Higher Education: Ideas for enhanced professional recognition for teaching and teachers.* OLT Academic Workforce 2025 Project. Melbourne: CSHE.
- Harvey, M. 2013. Setting the standards for sessional staff: Quality learning and teaching. *Journal of University Teaching & Learning Practice*, 10(3)/4.
- Turner et al. 2013. *Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning.* York: HEA.
- Chalmers et al., 2014. Australian University Teaching Criteria and Standards Project. Report to OLT. uniteachingcriteria.edu.au