



# Career paths: pathways, evidence and priorities

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# Outline



- ▶ To suggest you make space for education;
- ▶ That you understand this as a collaborative/collective space;
- ▶ That you understand this as evidence-based reflective space;
- ▶ That you understand education as expansive.



# Making space for education...

- ▶ Professional reasons (Being a professional, being a good colleague, next generation of geographers)
- ▶ Teaching-led research (Tony Harland)
- ▶ Political profile of teaching in HE and increased accountability
- ▶ Enjoyable and intrinsically rewarding
  
- ▶ Unbundling of academic labour (William Locke)

# ..in changing academic labour markets.

Shelton et al (2001) Working at the coalface@ contract staff, academic initiation and the RAE Area, 33, 434-9

Contract (research) staff: axis of marginalisation

Invisibility, exclusion, isolation, exploitation, powerlessness

Dyer, S., Walkington, H., Williams, R., Morton, K. And Wyse, S. (2016). "Shifting landscapes: from coalface to quicksand? Teaching Geography, Earth and Environmental Sciences in Higher Education. ." Area.

# Collective spaces

One of the most powerful strategies they demonstrate is their collaborative response to what can feel like individual predicaments. The chance to discuss the experiences of being employed in precarious circumstances engenders a feeling of recognition and the possibility of exploring how one might belong. It also facilitates the development of those projects, such as grant writing and paper writing, which make finding more permanent jobs possible. Collaboration is an invaluable mechanism for managing to survive on temporary teaching contracts. Their paper makes as good a case as any of the importance of collegiality and solidarity with and between teaching-focused academics. It seems to be becoming normal for early career and those on nonstandard contracts to be used instrumentally (ESRC, 2012). Whilst it is a structural problem, it is something all geographers are able to challenge in our everyday working practices and relationships.

Bearman, N., S. Dyer, et al. (2015). "The power of collective tactics: response to Peters and Turner. ." *Environment and Planning A* 47(4): 1015-1016.



**Helen Walkington**

Principal Lecturer for the Student Experience and PL in Geography, Oxf...

... 4d

## New book for you to recommend to students...



**Stephanie Wyse**

Project coordinator: Learning, teaching and accreditation at Royal Geo...

... 1w

## Subject-based HE teaching career progression framework (example from biology)

Dear GEES'ers,



**Sarah Dver**

... 1mo



**Alina Congreve**

Built environment professional

... 1mo

## Building a more sustainable future

Dear group members,  
I have been offered complimentary places in exchange for speaking at

Construction: Building a More Sustainable Future Conference  
<http://www.salford.ac.uk/onecpd/courses/construction-building-a-more-sustainable-future>.  
 18th May . If any members of the group are interested in a free place please email me -  
[a.congreve@herts.ac.uk](mailto:a.congreve@herts.ac.uk)

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## Welcome

THE GEES network is a teaching-focused resource for academics in Geography, Earth and Environmental Sciences.

### **Our blog: What works for learning and teaching in HE GEES?**

We invite blog posts of around 500-1000 words about 1) things you have tried in learning and teaching and your reflections or 2) things you would like to try and are interesting in others also trying in order to develop a collaborative evaluation of them. Please contact Sarah Dyer (at Exeter University).

### **LinkedIn: a closed groups for news and discussions**

**Are you interested in keeping in touch with what events are going on to support teaching and learning in Geography, Earth and Environmental Sciences?** Discipline-based information can be accessed through THE GEES network LinkedIn page. The LinkedIn group has been set up and is managed by academics. It is a great way to receive information and to also take part in (or lurk on) teaching-focused discussions.

### RECENT POSTS

[Creating Global Students: Internationalization of Curricula in Higher Education](#)  
[The 'Geography and Environment Undergraduate Research Assistantship' – could it work for you?](#)  
[What's going on? Secondary school teachers' response to the geography national curriculum](#)  
[Intrepid Explorers: sharing experiences and learning from field research](#)  
[Bright Futures](#)


### ARCHIVES




# Collective spaces

- ▶ In teaching practice or your wider department?
- ▶ RGS Higher Education Research Group
- ▶ LinkedIn network THE (Teaching-Focused in HE) GEES network
  - ▶ 'What works' blog
- ▶ International Network for Learning and Teaching in Geography





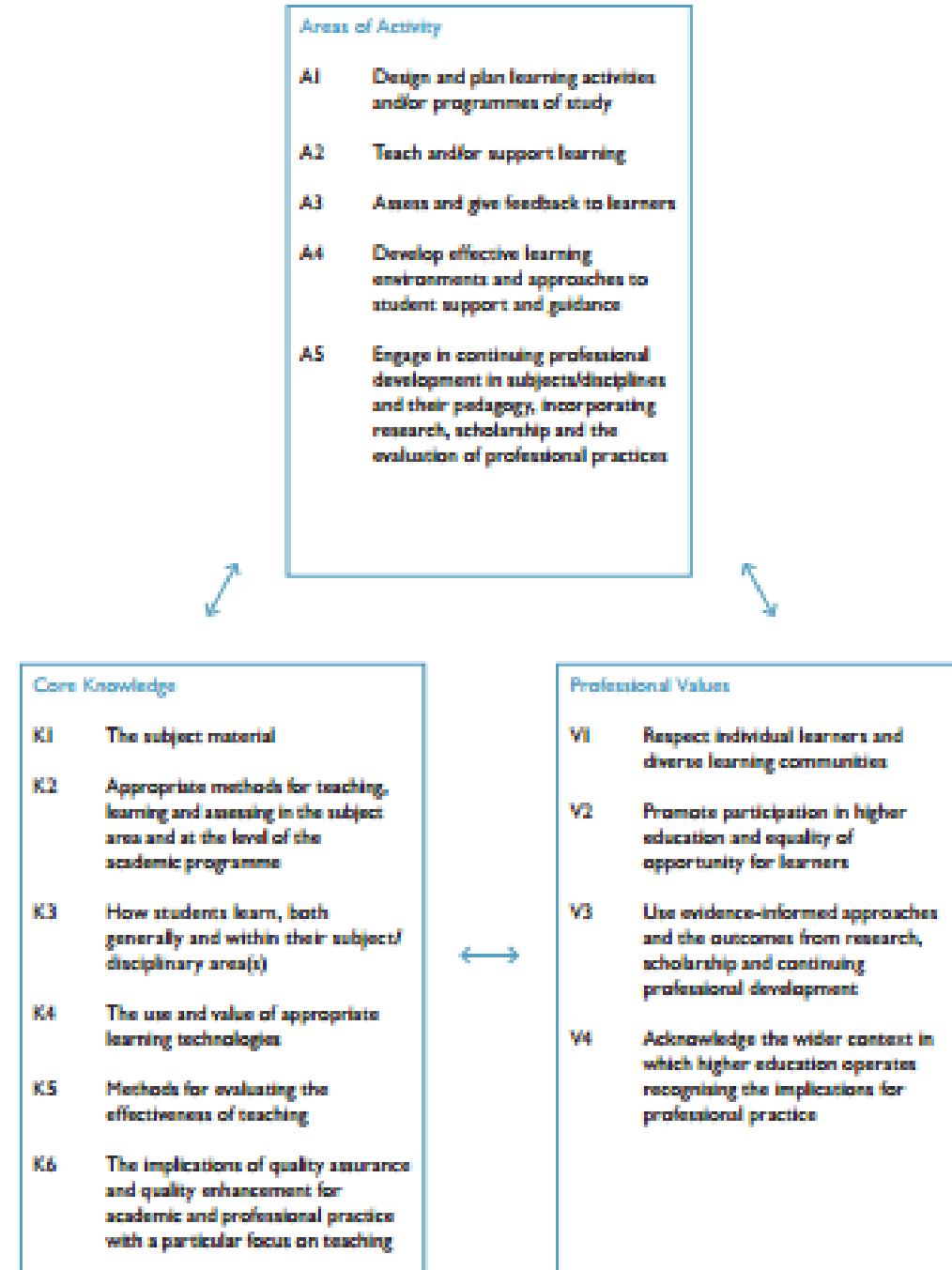
# Making education rewarding – reflective practice

- Your own reflections (esp re marking)
  - Students' comments
  - Peer review
  - Colleagues' comments
  - Notes on reading
- 

# UK Professional Standards Framework

[https://www.heacademy.ac.uk/system/files/downloads/ukpsf\\_2011\\_english.pdf](https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf)

## Dimensions of the Framework





# Making education rewarding – external recognition

- ▶ Institutional recognition (teaching awards, teaching development grants)
- ▶ HEA National Teaching Fellowship (NTF) (“celebrates excellent practice and outstanding achievement in learning and teaching in higher education.”) and Collaborative award (CATE)
- ▶ Fellowships of the Higher Education Academy
- ▶ Through institutions or directly through HEA
- ▶ Associate fellow, Fellow, Senior Fellow and Principal fellow

# Making evidence count

## Three perspectives on teaching evidence



### **Perspective 1: scope of activity**

Teaching is not only student interaction, therefore promotion committees will need to see evidence across a range of teaching activities. Five activities are suggested on page 5, describing diverse teaching activities and roles: professional learning; student engagement; curriculum development; research and scholarship; and leadership and collaboration.



### **Perspective 2: sphere of influence**

Similarly, university teachers have influence beyond their students. They are active across entire programmes, across the institution and, often, engage strongly with external accreditation bodies, professions, industry or government. Promotion committees will search for evidence of teaching leadership and impact in different spheres of influence from local to national and international, as depicted on page 7.



### **Perspective 3: source of evidence**

Since teaching activity has a broader scope than interaction with students, evidence will be viewed from a range of sources. Three sources are identified on page 9, each with changing importance and volume of evidence at different promotion levels: personal; students; and peers.

### Perspective 3 source of evidence

Perspective 1 shifted the image of teaching from student interaction to at least four other teaching-related activities. Perspective 2 showed that an academic's sphere of influence may extend far beyond the classroom to colleagues within the higher education institution and externally. Similarly, perspective 3 shifts the concept of source of evidence from student evaluations to multiple sources.

The Promoting teaching project identified three sources of evidence that promotion committees should seek in evaluating teaching achievement.

<b>Personal</b>	Evidence of reflective practice, professional development and/or commitment to innovation; evidence of engagement with educational literature or theory, e.g. how a teaching philosophy/theory informs the applicant's teaching practice.
<b>Students</b>	How students perceive the work of the applicant, through scores in evaluations and qualitative comments; measurements of student achievements in courses the applicant has taught, developed or led, and how student evaluation scores compare with school averages.
<b>Peers</b>	Evidence of recognition by colleagues in their institution including head of school comments, as well as recognition at national or international level. May include peer observations and peer reviews of curriculum development.



**Figure 4:** Sources of evidence showing changes with level of promotion



# Priorities



- ▶ To find (or create) your productive and supportive educational spaces.
- ▶ That you review the HEA fellowship criteria and decide which level you should be working towards.
- ▶ That you start to collect evidence of your education practice and reflect on your strengths and areas for development.