

Title: **Engaging the Professoriate: recognising and brokering the potential of professors as educational developers**

Presenters: **Bruce Macfarlane**
University of Portsmouth

Abstract:

Session Learning Outcomes

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

- understand the potential role of the professoriate in educational development
- link the role of the professoriate to a model of academic citizenship
- identify strategies for engaging with the professoriate in educational development work

Session Outline

This session will focus on the role of the professoriate in educational development. It will be argued that the predominantly 'teaching-only' remit of many educational development units means that the potential of the professoriate, particularly in research and service-related development, has been neglected. The presentation will outline how the concept of academic citizenship (Macfarlane, 2007) connects closely with the role of professors. Further analysis of the moral and functional role of the professoriate also demonstrates that they are both expected to and capable of making a strong contribution to the development of others (Tight, 2002; Bassnett, 2004). The results of work-in-progress to engage the professoriate in educational development work at a post-1992 UK university will be reported. In connection with the conference themes it will be contended that engaging the professoriate is critical to growing educational development and (re-)building its credibility among academic staff disengaged from the teaching development agenda. This demands reconceptualising educational development' on the basis of a comprehensive definition of 'academic practice'.

The presentation will be followed by a structured group discussion exploring how the professoriate may be drawn into the work of educational development in a more strategic and systematic way. Key questions will include the following:

1. What is the role of the professoriate as educational developers? To what extent are they actively encouraged to work with educational development units? If not, why not?
2. How do we seek to engage the professoriate strategically in our work?
3. To what extent, if at all, is the 'service pyramid' a useful means of identifying the potential of professors as leaders and mentors with respect to educational development work?

Session Activities and Approximate Timings

Presentation of ideas/concepts and questions	30 minutes
Small group discussions on key questions	30 minutes
Plenary discussion	20 minutes
Evaluation	10 minutes

References

Bassnett, S. (2004) 'The changing role of a professor' unpublished essay submitted to the National Conference of University Professors essay competition.

Macfarlane, B. (2006) *The Academic Citizen: the virtue of service in university life*, Routledge, London/New York.

Tight, M. (2002) 'What does it mean to be a Professor?' *Higher Education Review*, 34, pp. 15-32.