

Title: CPD, Who is it For, What is it For, Why Bother?

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Abstract:

Session Learning Outcomes

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

- Recognise the institutional and environmental drivers for academic CPD,
- Identify what individuals perceive as their own CPD priorities across a range of disciplines, and how these match (or not) with their perceptions of institutional priorities,
- Understand key issues around motivation and engagement of the whole body of academic faculty in CPD processes,
- Critically evaluate CPD strategy and provision in their own institutions,
- Propose, within their institutional context, appropriate strategic responses with the potential to motivate colleagues to engage in CPD, including those who may have the least predisposition to do so.

Session Outline

This workshop is presented by the REACH network: **Researching and Evaluating Academic CPD in HE**. We are an interest group of practitioners and researchers formed with the intention of promoting applied research, sharing experiences, and disseminating good practice of contemporary developments in relation to academic CPD.

This workshop aim to address some challenging issues in relation to Continuing Professional Development (CPD) for academic staff in a University context. Within the University sector in the UK, strategic development of CPD provision is becoming commonplace, with many institutions having CPD policies, some linked to SEDA and HEA professional standards. Across the broad range of professions, CPD has been widely promoted for some time, even to the extent that it has been described as an 'unchallenged orthodoxy' (Sadler-Smith and Badger, 1998). University academics, especially those working in vocationally orientated subjects, may find themselves in the 'dual professional' dilemma (Jackson 2005), where they face exhortations to engage in (sometimes mandatory) CPD in relation to their subject discipline as well as their pedagogic practice. Despite all this encouragement, our research has found that, beyond a core of enthusiasts who are deeply committed to either educational development or their subject area, engaging with the duality of CPD can be a challenge even for those motivated to do so, while recording what has been done presents still further challenges. Even where there is a variety of accessible provision available, this does not necessarily reach those individuals arguably with the greatest need to engage. Taking a frank and realistic perspective on this complex set of issues, we propose a range of strategies with the potential

to align accessible and recognisable CPD for the broad spectrum of individual needs and motivation; with institutional and professional development priorities.

Session activities and approximate timings (in minutes)

00-05	Introduction, welcome, aims
05-15	Who is it for, what is it for, why bother? Academic CPD – the story so far: presentation of research findings from four institutions at varying levels of CPD strategic development: What are colleagues most likely to (say they) do, most likely to (perceive they) need, and see as (what they believe are) institutional priorities.
15-30	Discussion: As educational developers promoting CPD are we talking to ourselves? How can we talk to a wider audience? How can we get the broad spectrum – from the reluctant to the genuinely very busy, to engage?
30-40	Presentation: strategies for engagement and motivation
40-45	Plenary and close

References

Jackson N., (2005), *Developing Higher Education Teachers: What works'* Higher Education Academy Seminar September 14th 2005, <http://www.health.heacademy.ac.uk/news-events/eventsbox/heayorksept05/>, accessed March 6th 2008

Sadler-Smith, E., and Badger, B., (1998), *The HR practitioner's perspective on continuing professional development*, Human Resource Management Journal, Vol. 8, No. 4, pp. 66-75