

Title: *SoTL : Gaining ‘senior’ recognition for your teaching and building a learning community.*

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Session Learning Outcomes

By the end of this session, delegates will be able to: Actively reflect on their own engagement with SOTL at a ‘senior’ level; gain some familiarity with the audit toolkit on supporting and recognising SOTL; share and consider ways in which their institution might support and reward SOTL at a senior level; share and consider ways of contributing to and building a learning community.

Session Outline

Key issues to be addressed are:

This session will explore and enable discussion about :

- The range and breadth of ways that the scholarship of teaching and learning (SOTL) can be and is engaged and enacted by individuals particularly at ‘senior’ level (Senior fellowship, and the characteristic management and learning community oriented roles and behaviours this signifies)
- Sharing schemes and practices which enable development and recognition for SOTL activity at ‘senior’ level
- Providing and sharing a self-audit tool for participants to assess and reflect on their engagement with SOTL particularly at ‘senior’ level, through schemes , practices and learning community building.

We explore notions of scholarship as collaborative work (Fanghanel, J., Potter, J., Pritchard, J., Wisker, G. (2016), Fung, D., and Gordon, C. (2016) discuss ways that working with peers and with students on teaching and learning developments can be included as part of an individual application for recognition, and consider ways in which engaging with senior fellowship can lead to building learning communities. This session will enable participants to explore the table of activities, add to it, review and apply it to their own teaching practice and context for seeking promotion/reward and recognition for engaging with SoTL, particularly at senior level, and taking this forward into learning communities.

Session Activities and Approximate Timings

1 Input: Opening and introduction to SOTL, and issues of support, development, reward and recognition. Introduction to UKPSF and other schemes particularly focused on senior level. Comments concerning contribution to learning communities.(5 mins)

2 Discussion: Introductions and sharing inhouse SOTL and UKPSF senior schemes

- Do you have inhouse SOTL schemes?
- Do they relate to the UKPSF?
- How is support organised?
- How is reward and recognition organised?
- Are those/How are those working towards and gaining 'senior 'levels encouraged and enabled to support and build learning communities?

Please share characteristics, issues in mixed groups . (5 mins)

3 Sharing: led by presenter(s) to clarify

Practices, issues, links between support and recognition/reward, community building . Internal issues and good practices.(5 mins)

4 Input: How is senior level work characterised? developed?

Issues around senior levels and support and recognition, language, integration of theory and evidence, what constitutes acceptable case studies. The expectations, structures, examples and language of senior SOTL work by colleagues particularly when aligned to UKPSF schemes . Introduction of issues and the working audit tool (Pritchard and Wisker, 2017 forthcoming) and consideration of building learning commiunities .(10 mins)

5.Discussion:

- Dealing with issues at senior level.
- Usefulness of the audit tool.
- Building learning communities(10 mins)

6.Round up and close. (5 Mins)

(5 mins slippage)

References

Fanghanel, J., Potter, J., Pritchard,J.,Wisker, G. (2016) *'defining and supporting the scholarship of teaching and learning (SoTL): a sector-wide study'* York: HEA.

Fung, D., and Gordon, C. (2016)*Rewarding educators and education leaders in research-intensive universities.* York: HEA.