

**Title:** **Are we getting it RITE? Recognising and rewarding Research Inspired Teaching Excellence (RITE) in a research-led institution**

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### **Abstract:**

### **Session Learning Outcomes**

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

- Explore issues around Research Inspired Teaching Excellence
- Use action research outcomes to consider how learning and teaching excellence might link to institution promotion policy

### **Session Outline**

The landscape of Higher Education (HE) is changing. If we examine education generally, compulsory CPD for learning and teaching is required in the school sector, from 2007 it has been a requirement in the Further Education (FE) sector, and now although not yet compulsory, HE have the UK Professional Standards Framework (UKPSF) and Chapter B3, Learning and Teaching, in the new Quality Code. This changes the landscape for professionalism in learning and teaching development.

As Clegg (2003) reminds us, the area of professional development in universities is complex, not least because the Higher Education sector itself is complex. Many drivers, expectations and perceptions regarding the role of universities in society exist. (Brink, 2007)

Whilst natural tensions exist in universities because of the role of dual professionalism, (the professional responsibilities to the subject area and the professional responsibilities to learning and teaching) there is scope to consider the tensions between these views, the political landscape and the implications for the implementation of learning and teaching excellence to promotion. Research suggests that from a career perspective, individuals tend to follow one of two pathways for promotion. A personal trajectory (i.e. allegiance to the discipline and research), or a pre-determined route laid down by the university (i.e. allegiance to the institution and its community). Perhaps the third way, if built into promotion criteria, will become an allegiance to learning and teaching inspired by research.

## **Session Activities and Approximate Timings**

Outline of the development process linking research, teaching excellence and promotion, to date (10 minutes)

In small groups discuss (15 minutes)

- What approaches their own institutions have taken to reward teaching excellence - specifically related to promotion
- Consider the enablers and inhibitors for the sector in this process for a research led institution

Feedback from groups, discussion, and suggestions for the sector to consider for promotion linked teaching excellence in a research led institution (20 minutes)

## **References**

Brink, C. (2007) What are Universities for? Public Lecture delivered at Newcastle University. 27 November 2007

Clegg, S. (2003) Problematising Ourselves? Continuing Professional Development in Higher Education. *International Journal for Academic Development*. Vol 8. No 1/2 p37-50.

Freidson, E. (Ed.) (1973) *The Professions and Their Prospects*. Beverly Hills: Sage; quoted in S. Goodlad (Ed.) (1984) *Education for the Professions*, p. 7. Guildford: Society for Research into Higher Education.