

Title: **5 Ways to Wellbeing in HE: How scholarship of teaching and learning-led professional development supports HE teacher wellbeing.**

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Session Learning Outcomes

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

Understand how scholarship of teaching and learning (SoTL) - led professional development supports HE teacher wellbeing

Understand the inter-relationship of HE teacher wellbeing and a positive student experience.

Recognise the '5 ways to wellbeing in HE' and understand how they can be applied in an institutional context.

Understand how HE teacher wellbeing supports a sense of empowerment and will-to-change institutional systems and process to the benefit of the learning community.

Session Outline

The University and Colleges Union (UCU) has reported a year on year increases to staff workloads across UK HE (UCU 2014; 2016), which is understood to have a detrimental effect on individual stress levels and the personal wellbeing of HE teachers. This, in turn, has an inevitable negative impact on teaching and learning practices and the student experience (UCU, 2016). This paper will present findings from empirical research into the impact and value of an accredited programme of SoTL - led professional development to HE teachers currently studying or recently graduated from the programme, their students and ultimately the HE institution.

To better understand how the SoTL-led programme of professional development led to the sense of personal wellbeing described by respondents, research data will be mapped onto an evidenced-based model for wellbeing. This model outlines activities that when exercised have the potential to support the realisation of wellbeing for the individual (Aked et al 2008), and has been used successfully by public sector organisations to enhance individual and community wellbeing (Aked and Thompson, 2011). The model is recognised as useful to embedding wellbeing in Higher Education curriculum (Haughton and Anderson 2017), and is applied to HE (Lawrence, 2016; 2017).

In building personal wellbeing respondents were empowered to reshape their working practices and contexts for the better, to the benefit of the entire learning community. The discussion will close with a consideration of how the 5 Ways to Wellbeing in HE can be practically applied in our working contexts.

Session Activities and Approximate Timings

1. Introduction (5 mins)

- The research project
- Wellbeing

2. Research Findings (10 mins)

'[the programme] makes me better at my job [...] and it makes me a happier worker, and this directly impacts the student experience'. Survey Respondent

- Discussion: Is there a case for making explicit the relation between HE teacher wellbeing and a positive student experience?

3. '5 Ways to Wellbeing in HE' (Lawrence 2016, 2017) (15 mins)

- Mapping research data to the 5 ways to wellbeing in HE
- Discussion: How can these 5 ways to wellbeing in HE be applied within our working contexts?

4. Final Reflections (15 mins)

- This research outlines how SoTL-led professional development not only supports HE teacher wellbeing, but also empowers HE teachers to address systemic issues within their institutions.
- Discussion: Can it be suggested SoTL-led professional development serves resistance to managerialism, and serves value-driven organisational change?

References

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