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MENTORING NEW TEACHING-ONLY COLLEAGUES TO DEVELOP TEACHING EXPERTISE

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1. Introduction



- The increasing casualisation of teaching in higher education has been an issue for some time (Leathwood and Read, 2020).
- In summer 2019, the Business School at the University of Greenwich commenced a major initiative to replace hourly paid lecturer contracts with permanent teaching-only posts.
- Many have professional qualifications and current industry experience in the sectors which our students want to join.

Supporting the development of teaching-only colleagues



- 2019 – Headcount 33 (22.95 FTE)
- 2020 – Headcount 42 (31.42 FTE)

- We support their development as educators in various ways including:
 1. inclusion in our peer supported development scheme; and
 2. providing mentors who support colleagues to work toward a Higher Education Academy (HEA) fellowship.

2. Peer supported development scheme (PSDS)



- An annual scheme where all academics with teaching responsibilities are paired with a Business School colleague.
- They receive feedback on their teaching from a colleague to improve their practice, and give feedback to the same colleague in a two-way exchange (Bell and Mladenovic, 2015).
- Feedback is confidential.
- This reinforces their position as valued members of the academic community.

PSDS – Feedback from a Teaching Fellow

I peer X which was interesting as it was a session jointly delivered with X using the scratch cards/quiz approach which lends itself well to their topic. I reflected it is very structured and takes a lot of design input but couldn't see the application for my module. I have done it before with X as observer and that was invaluable. Some useful pointers in structure.

Mentoring toward HEA fellowship

- The level of fellowship is usually Associate Fellow initially.
- The University has its own Advance HE/HEA accredited professional recognition scheme.
- Discussing an application, including a fellowship teaching observation, with a mentor, underlines an individual's identity as a teaching professional.

Mentoring toward HEA fellowship – Feedback

[My mentor] gave very helpful advice regarding the wider context of the university by referring to the Feedback and Assessment Policy and to well-being and study skills services. Throughout the process, [my mentor] listened carefully to my thoughts and always encouraged me to shine.



4. Engagement with scholarship

- For a new part-time lecturer, engagement with scholarship in Teaching & Learning can be a hitherto unexplored area.
- Shulman (1986) argues that this type of engagement is necessary in the development of teaching expertise.
- Reflecting on the dimensions of the UKPSF under the guidance of a mentor points colleagues to the literature.

Engagement with scholarship - Feedback

I had not engaged to a great extent with scholarship in Teaching and Learning prior to my appointment ... scholarship provided additional techniques that I intend to use in my teaching in the future. The process has opened my eyes to the relevance and importance of continuing my professional development using scholarship.

Previous qualification and achievements so far for the 2019 group

	Previous	During contract
AF HEA	1	4
F HEA	3	4
SF HEA	2	0
PGCE	6	5
Other	1	1
Total	13	14

- 1 member of staff has left
- 5 are still working on qualifications or recognition

5. Next steps



- We encourage colleagues to work toward submitting a Fellowship/Senior Fellowship application in the next few years where appropriate.
- This provides the opportunity to extend the mentoring relationship.
- It also promotes continuing and increasing engagement with scholarship in Teaching and Learning, including as future authors.

6. Conclusion



- We are replacing short-term contracts with permanent teaching-only posts.
- Colleagues now have the opportunity for future promotion but we need to support them in their development.
- Some colleagues have been part of our casual work force for a long time but we are now building them into the academic community in a new way, for example through our PSDS and by providing mentors.

References



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Thank you

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