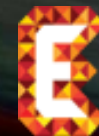


EMERGENT UNIVERSITY MISSIONS AND CURRICULA CHANGE:

Impact on the teaching-only academic role

Abel Nyamapfene



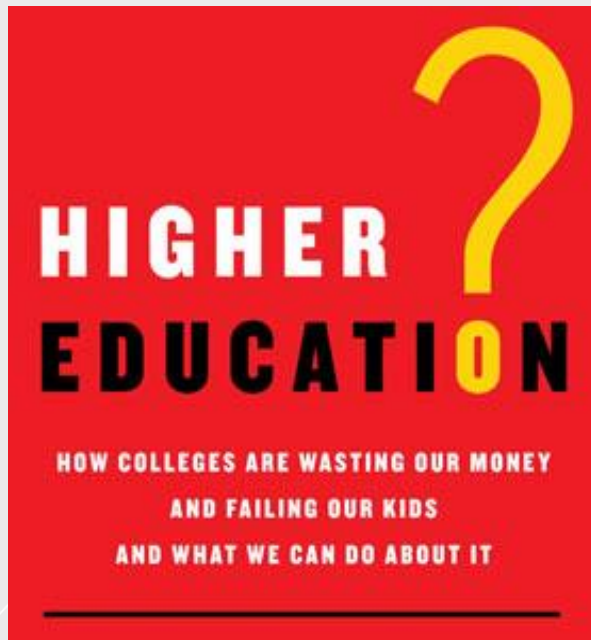
How is the teaching agenda impacting undergraduate teaching and the research-teaching nexus within universities?

Background: Impact of the RAE/REF



- Increased focus on recruiting research –active academics ([Harley, 2002](#)).
- Decline in engineering academics with the relevant industrial experience necessary for the effective delivery of engineering courses ([Alpay and Jones 2012](#); [Graham 2015](#); [Tennant et al. 2015](#)).
- Separation of academic role into a research-focussed stream and a teaching-only stream ([Locke 2012](#), [Gull 2010](#))

Background: Increased Demands for “Better” Teaching



Shift of fee responsibility from state to the student

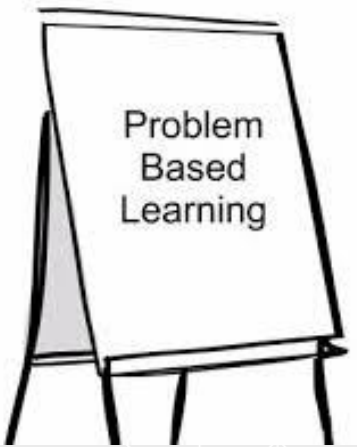
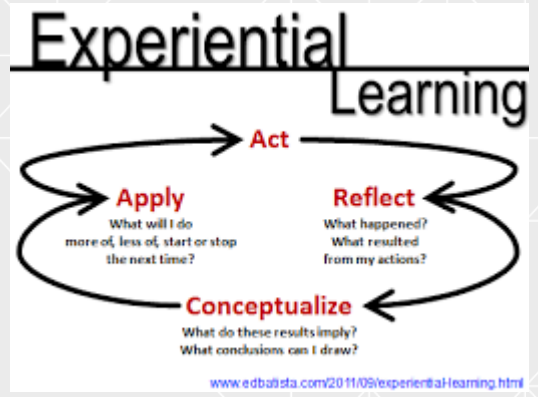


Result:

HE institutions under increasing pressure to government agendas for widening participation and graduating work-ready students.



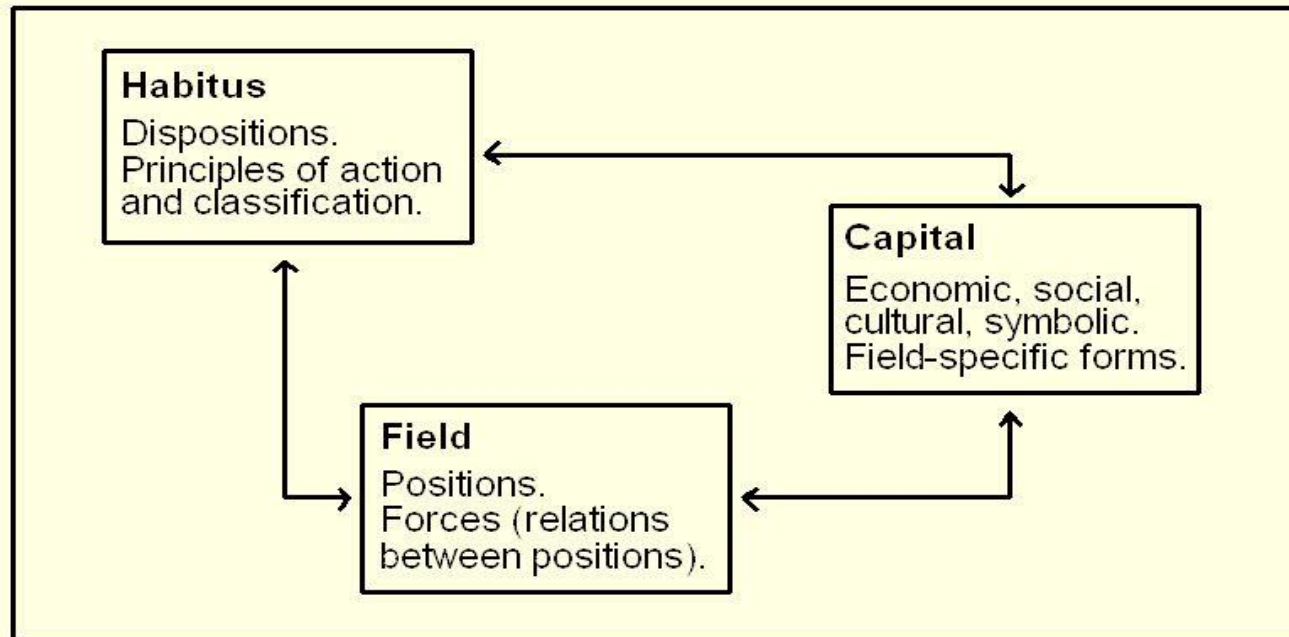
Background: Institutional curriculum responses



Work Based Learning



(Habitus * Capital) + Field = Practice



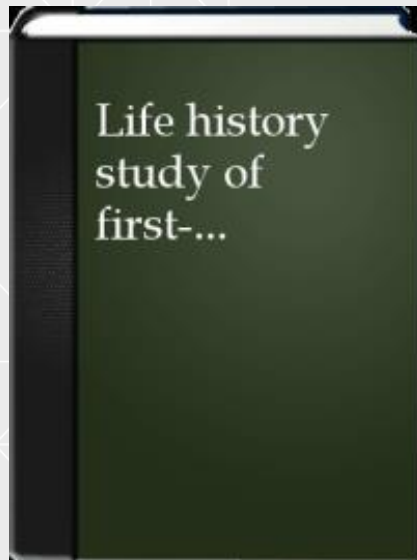


This was a case study on senior teaching-only academics in the Faculty of Engineering at a Russell Group research intensive university.

The study was primarily a life history study

Chase (2007) defines life history as “an extensive autobiographical narrative, in either oral or written form, that covers all or most of a life.”

Narrative research is based on the premise that as human beings we come to understand and give meaning to our lives through story (Trahar 2009).



The Study Sample

Anon. Id	Gender	Age range	Academic Qualification	Full or Part Time
PTF1	M	Early 30s	MEng	Full time
PTF2	F	Late 50s	MBA	Full time
PTF3	F	Late 50s	MBA	Full time
PTF4	M	Late 60s	Masters	Part time
PTF5	F	Mid-30s	Masters	Full time

PTF : Principal Teaching Fellow

Study Findings



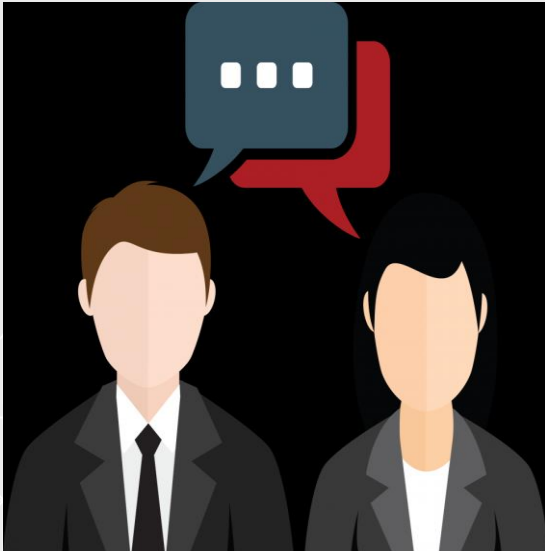
I wanted to teach surveying to archaeologists, I wanted to present it in a kind of logical clear, informative way, because I think, there was, there is still a little bit of a gap there I think in education. . [PTF5 Age Mid 30s, Female]

I think engineers are very generous with their time, and they are quite happy to give back, they are quite happy to teach, to come in lectures and to mentor students. [PTF1 Age Early 30s, Male]

so I took on the undergraduate teaching of GIS, ... because I had that experience practically, and in the end it kind of grew from that really. [PTF6 Age 35-40, Female]

... he has designed the millennium bridge, the velodrome, and a couple of other big projects, so he is able to talk about big inspirational projects and explain to students how to design them. [PTF7 Age 30-40, Male]





This means spending time with Academic Development, spending time with the School of Education ...[PTF5 Age 55-60, Female]

Externally, I sit on the technical advisory board of [a private academic provider].
...[PTF5 Age 55-60, Female]

... the majority of them have very good industry contacts then they will promote that, ..., [PTF4 Age 65-70, Male]



I am a structural engineer, I am a practising structural engineer, and I am a chartered engineer, and I think when I was at university I had the idea in my head that I could lecture, I would be good at lecturing. [PTF1 Age Early 30s, Male]

So if you would like, I have not had an academic career, I have always been somebody from industry that has taught. [PTF4 Age Late 60s, Male]

Research and Teaching Drifting apart

When I started there were 2 or 3 teaching fellows ...

They were people from industry without PhDs who would teach in a particular area, and then we developed them to take on more responsibilities in what we were doing.

Then more teaching fellows were hired, because, I would like to say, we were good. So now there are 10.

They said, “These people are effective, let’s hire teaching fellows as opposed to a lecturer because we want this person to do more teaching.”

So there is more of us now. There are 10 or 12 of us. ...[PTF1 Age Early 30s, Male]

Separation of Undergraduate and Postgraduate teaching

The business model in my department is to free up the lecturers, ... Correct. So they can focus on research.

It's all done by us. That's the business model in my department. ...

They don't touch it [undergraduate teaching]. It's almost exclusively teaching fellows, exclusively almost, undergraduate teaching for sure, yes."

[PTF2 Age Mid 50s, Female]

This study suggests that:

1. The profile of the typical undergraduate teacher is changing
2. There is an increased separation between undergraduate and postgraduate teaching
3. There is an increased separation between research and teaching

The End

Question Time