

Raising the quality of teaching through mentoring nationally and internationally

Dr Chrissi Nerantzi PFHEA, NTF, CATE
Associate Professor, School of Education
c.Nerantzi@leeds.ac.uk @chrissinerantzi



UNIVERSITY OF LEEDS

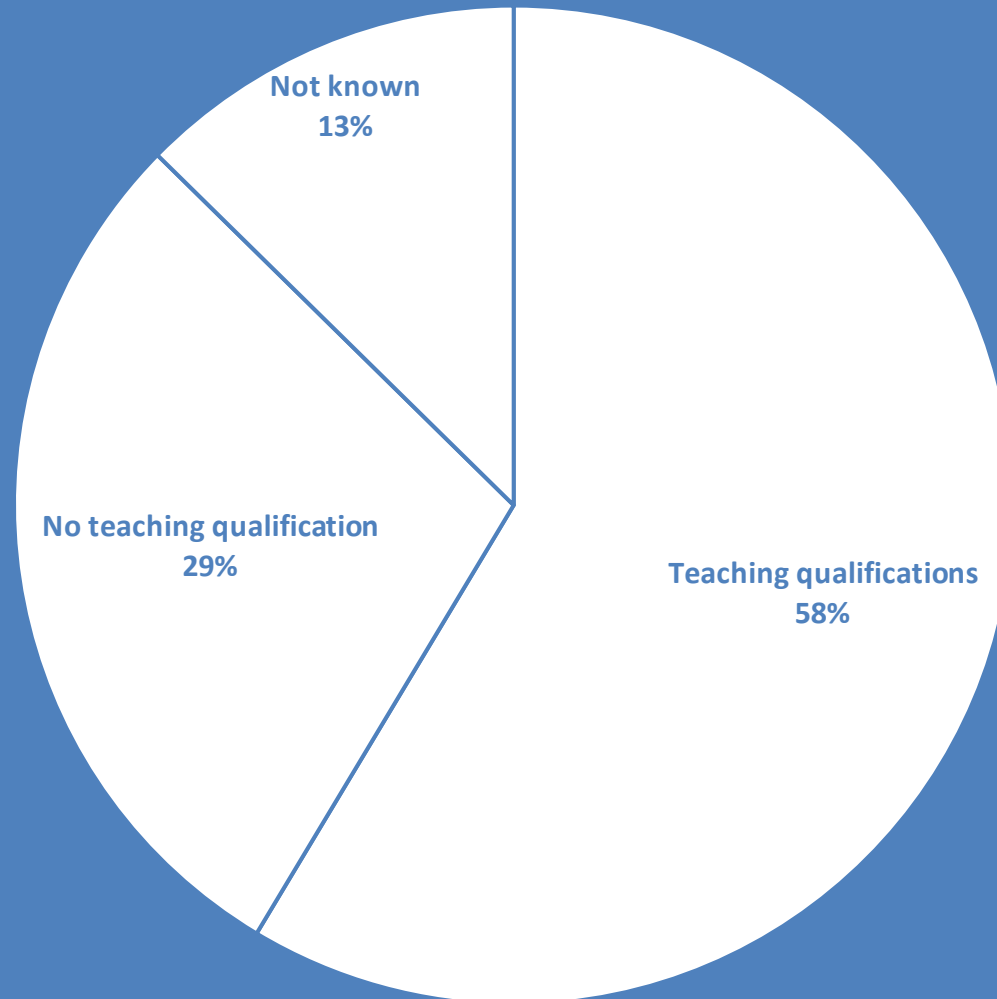
15 and 16 June 2023



**Table 10 - Number of teaching staff in England, Wales and Northern Ireland by HE provider, teaching qualification marker and academic year
Academic years 2014/15 to 2021/22 (285 HE providers)**

HESA

N=163,390



Teaching qualifications in HE or equivalent in UK

- PgCert LTHE/PGCAP
- Professional recognition UK PSF/SEDA
- National Teaching Fellowship
- Overseas professional recognition and teaching qualification at any level are recognised

About 3 million students
285 Higher Education Providers
233, 930 Academic staff

Curriculum Redefined



6
F
Flexible

9
I
Inclusive

20
T
Transformative

taught degree courses



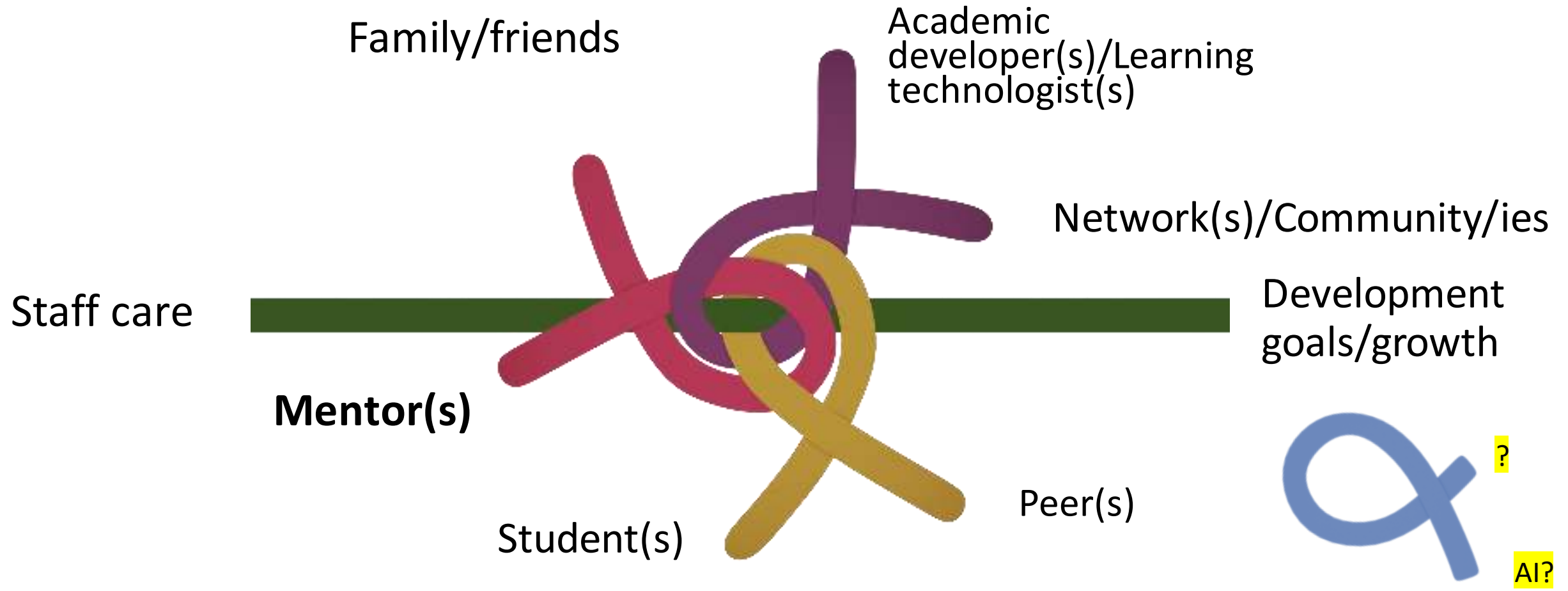
UNIVERSITY OF LEEDS

“It is no secret that it takes a village to raise a PhD graduate.” (Mantai, 2017, online)

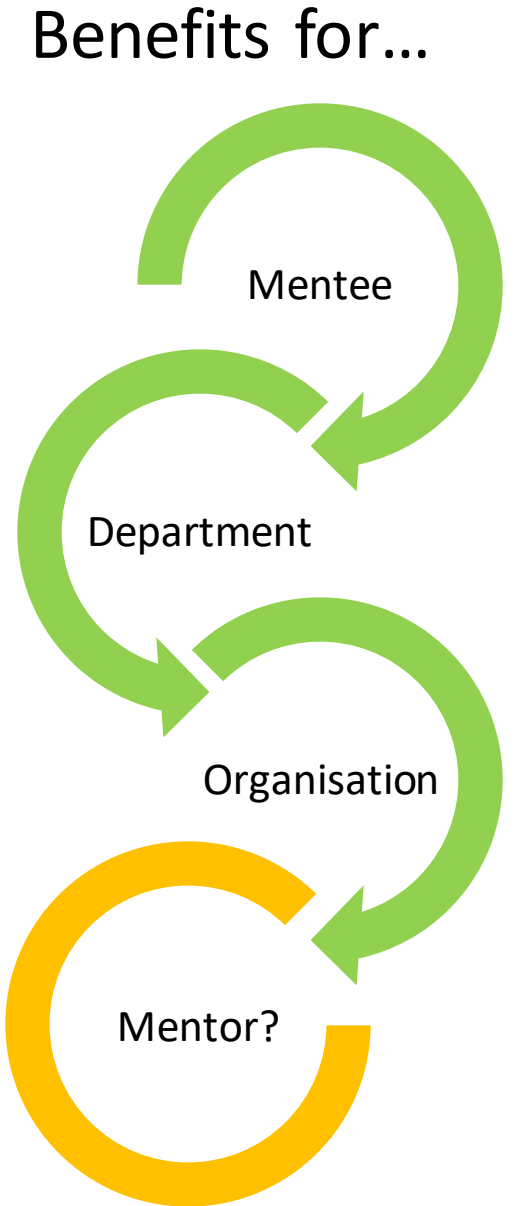


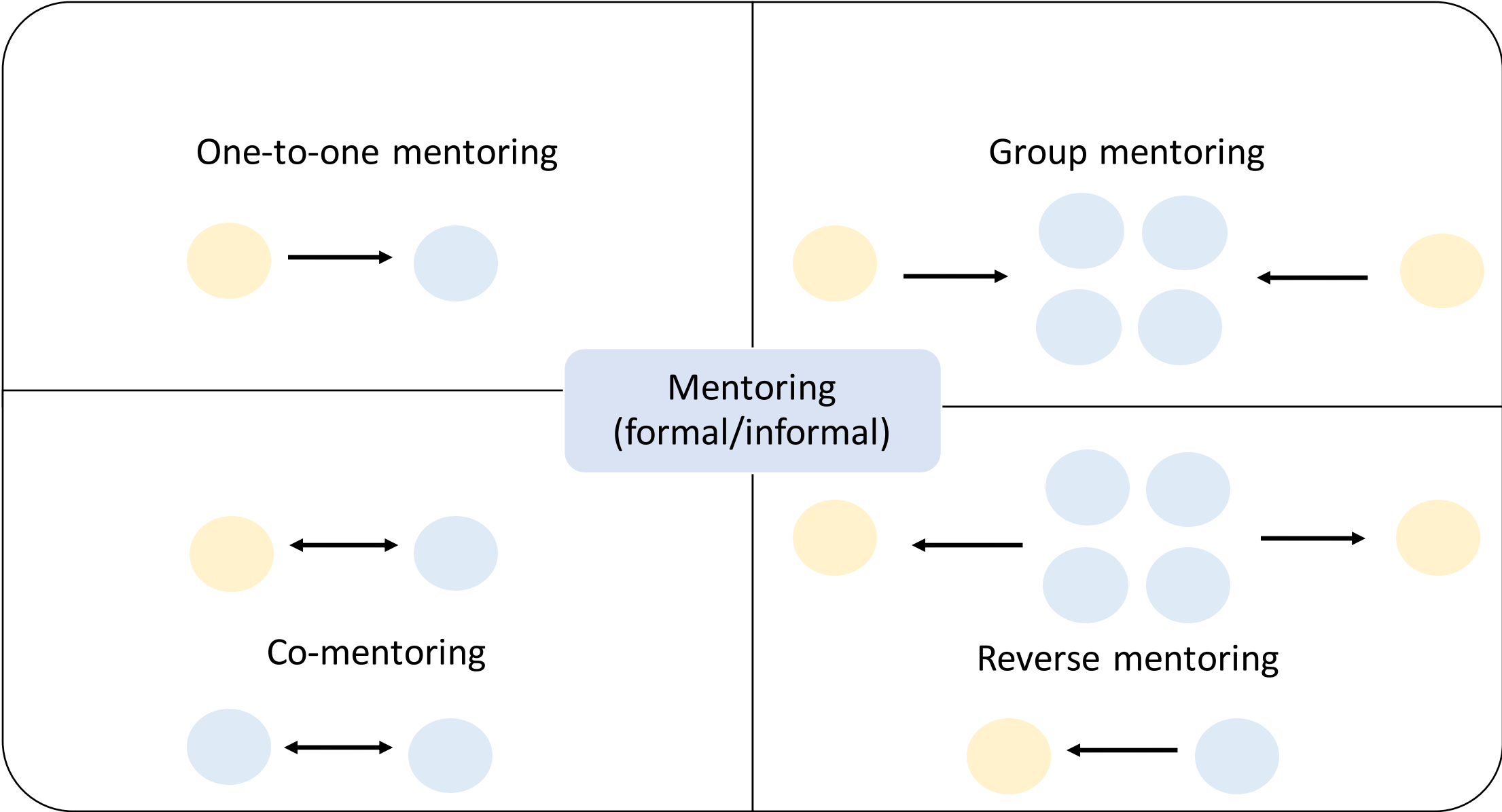
Conceptualising academic knotworking

based on Engeström (2008) and visualisation by Mnymneh *et al.* (2021)



“Mentoring is one of the most important developmental relationships leading to academic and professional growth and success.” (Belcher et al., 2022, 541)





Key  Mentor  Mentee

micro	meso	macro
Individual	Group	Institution

Paradigms in academia (Pérez and Pasque, 2013)

I

Academic promotion based on individual work (research and teaching/scholarship routes)

Collaboration discouraged and not recognised/rewarded

Competitiveness wins!

We

Critical approaches focus on activism

Impact on society

Focus on (radical) collaboration

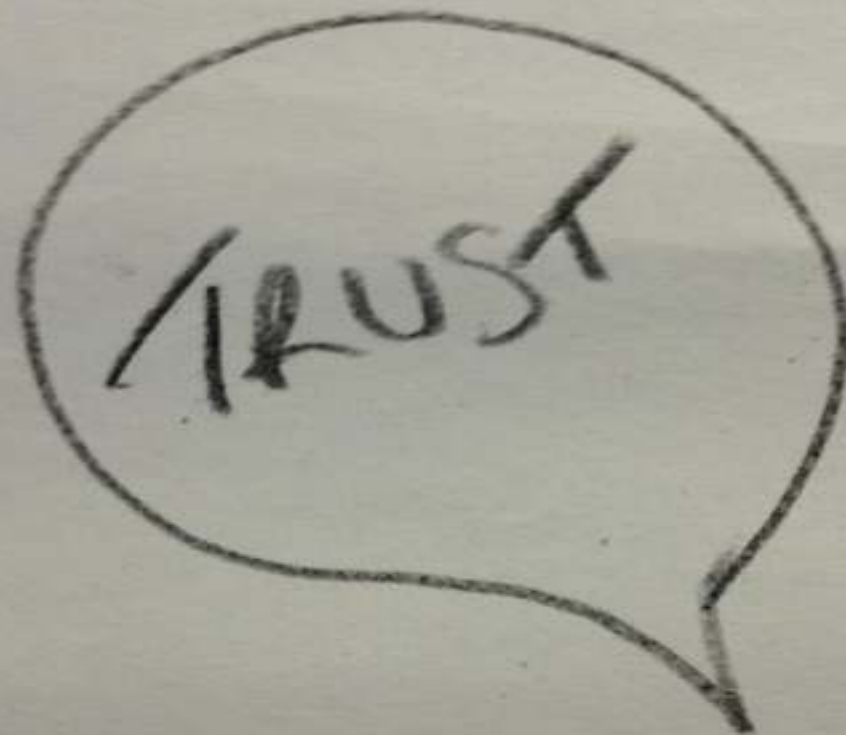
Communication

Active listening

Trust

Diversity

(Belcher et al., 2022)

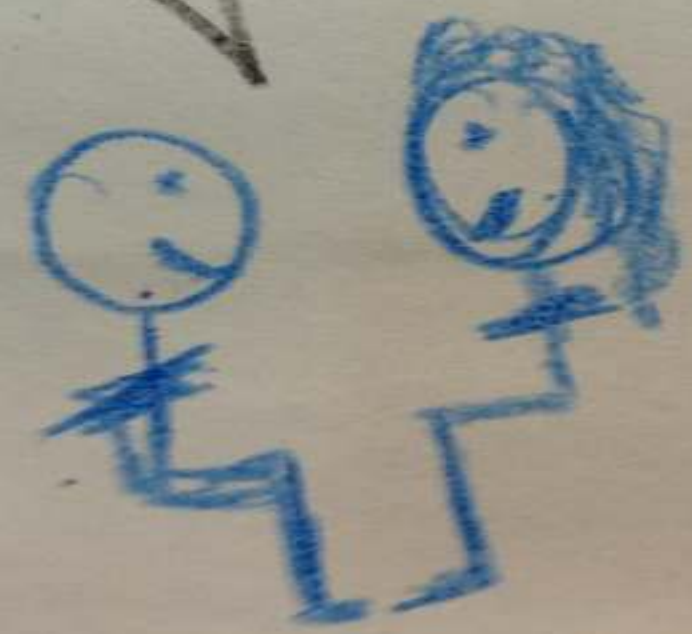


Open mind and sharing

Trusting relationship/mutual respect

Holistic view

(Philips and Denison, 2015)



Genuine
connectedness

Mutual trust

Desire to learn

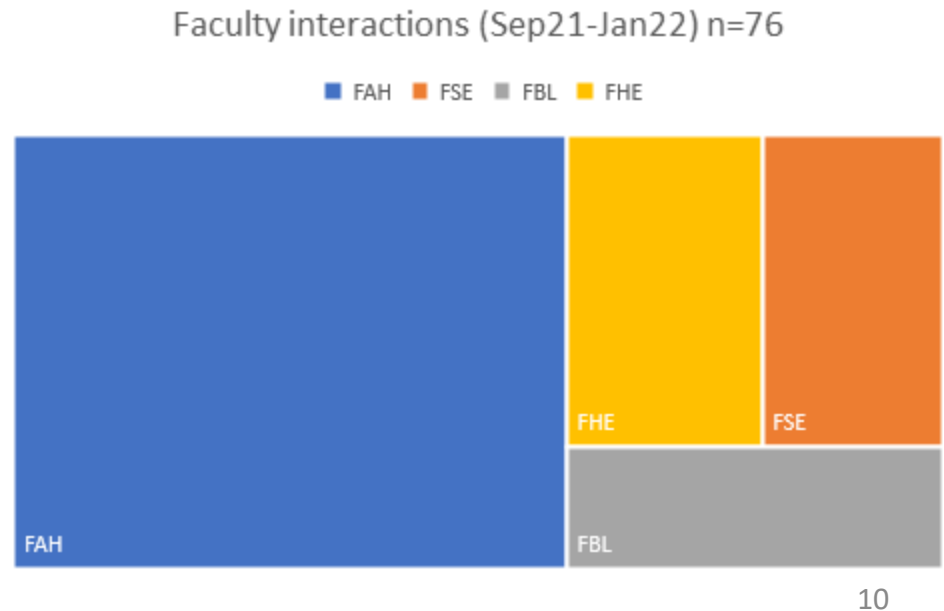
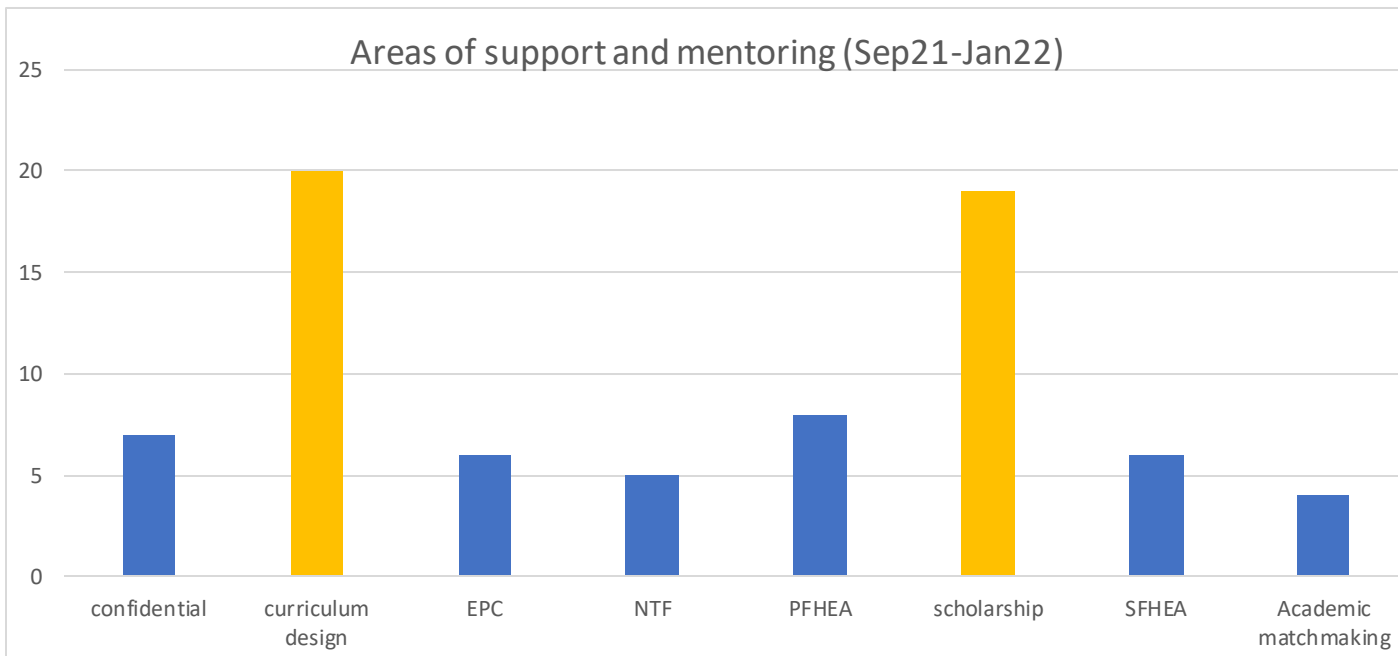
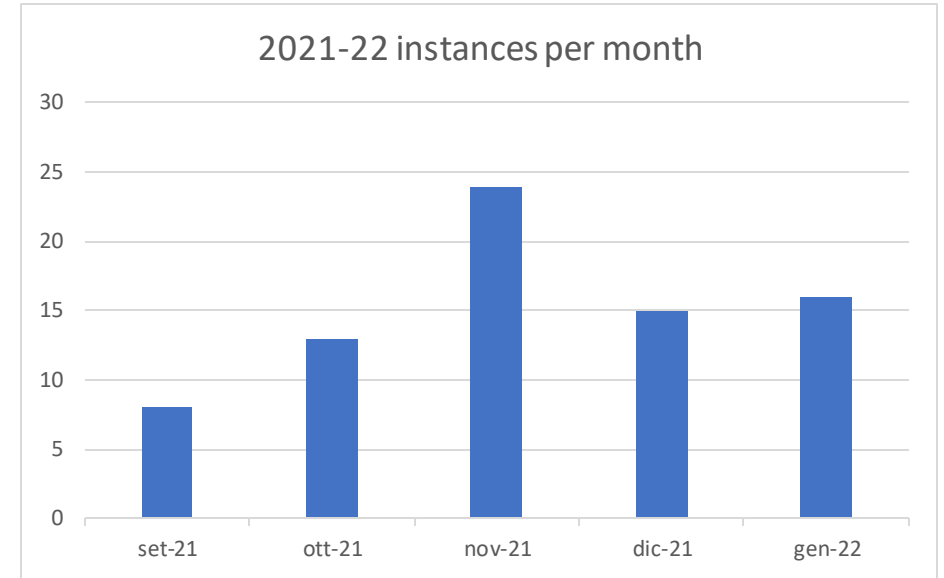
(Batiste et al. 2022)

Academic mentoring: Recent stats, from previous institution

Development of teaching in HE in the **UK** since 1970s

Teaching qualifications, professional recognitions

Growing evidence-base of what works (Scholarship and research)



“A globally-recognised framework for benchmarking success within HE teaching and learning support.”
(Advance HE, online)

Professional Standards Framework for teaching and supporting learning in higher education 2023

- 2006 UK PSF
- 2011 UK PSF
- 2023 PSF

AdvanceHE



Professional Values

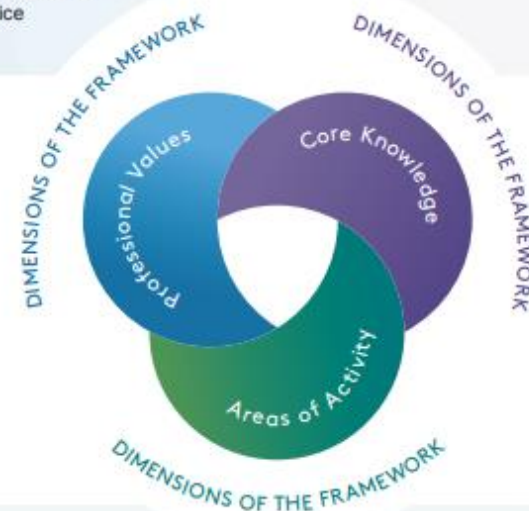
In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- V2** promote engagement in learning and equity of opportunity for all to reach their potential
- V3** use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4** respond to the wider context in which higher education operates, recognising implications for practice
- V5** collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice



Areas of Activity

In your context, demonstrate that you:

- | | | |
|---|---|--|
| A1 design and plan learning activities and/or programmes | A3 assess and give feedback for learning | A5 enhance practice through own continuing professional development |
| A2 teach and/or support learning through appropriate approaches and environments | A4 support and guide learners | |

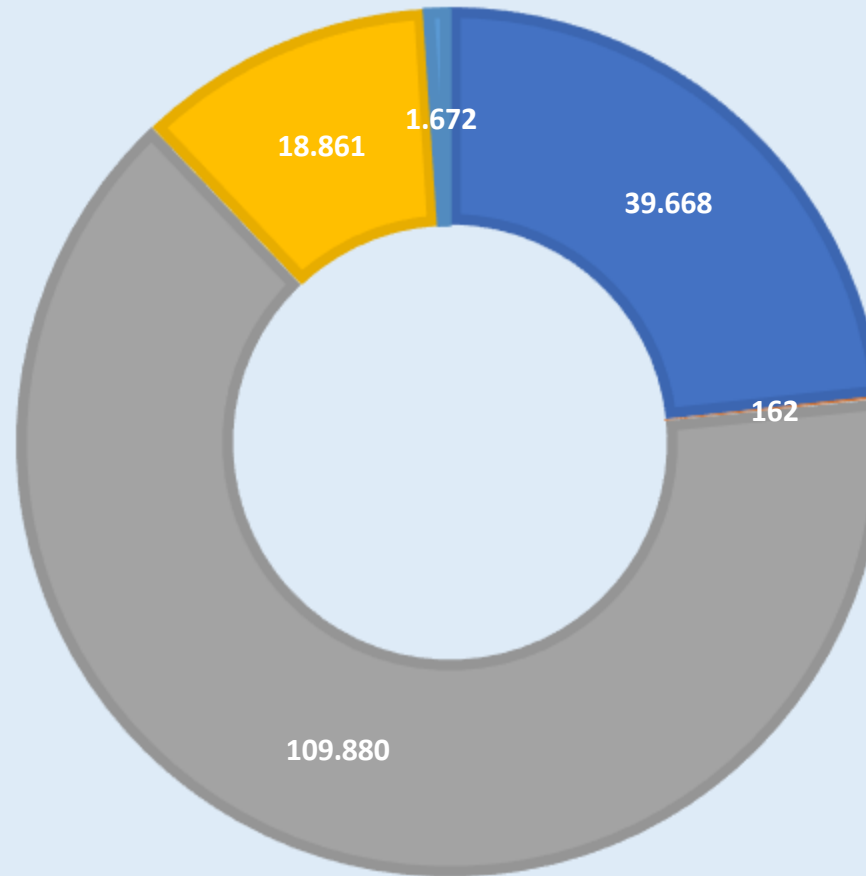
Professional Standards Fellowships 106 countries

Fellowship categories

- Associate Fellowship 39,868
- Associate Fellowship (Indigenous) 162
- Fellowship 109,880
- Senior Fellowship 18,861
- Principal Fellowship 1,672

Total 170,443 (May 23)

FELLOWSHIPS



Associate Fellowships 9
Fellowships 12
Senior Fellowship 1
Principal Fellowship 1



PSF23: PFHEA

“Descriptor 4

D4 is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence.”



Descriptor 4 aligns with Advance HE recognition as Principal Fellow.



Motivations to gain Principal Fellowship of the HEA

- 1) to critically reflect on practice
- 2) to raise their profile as a leader of teaching and learning within their institution
- 3) to enhance their profile beyond their institution
- 4) to record and celebrate successes

AdvanceHE

Exploring the impact of Principal Fellowship on individuals and institutions

University of Plymouth: Lucy Spowart, Rebecca Turner, Daniel Zahra and Mariam Vahdaninia

Project Partners: Harriet Dunbar-Morris and Rachael Carkett

“... mentoring for fellowship awards is an important function that is highly valued and deemed as ‘critical to success’ by those PFs that have been supported in this way.” (Spowart et al., 2022, 46)



Since 2000
 Each year: 55 individuals nationally
 NTFs: 1210 in total

Criteria

- 1: Individual excellence
- 2: Raising the profile of excellence
- 3: Developing excellence

<https://www.advance-he.ac.uk/awards/teaching-excellence-awards/national-teaching-fellowship>



Since 2016
 15 each year
 CATEs: Just under 100

Criteria

- 1: Excellence in the team's collaborative approach
- 2: Excellence in the impact of collaborative working

<https://www.advance-he.ac.uk/awards/teaching-excellence-awards/collaborative-award-for-teaching-excellence>

Teaching Excellence Award Leads (TEAL)

n=237

Teaching Excellence Award Leads Network (TEALs Network)

Association of NTFs/CATE

NTF and CATE pipeline programme



<https://ntf-association.com/>



Individuals mentoring disabled colleagues
2023

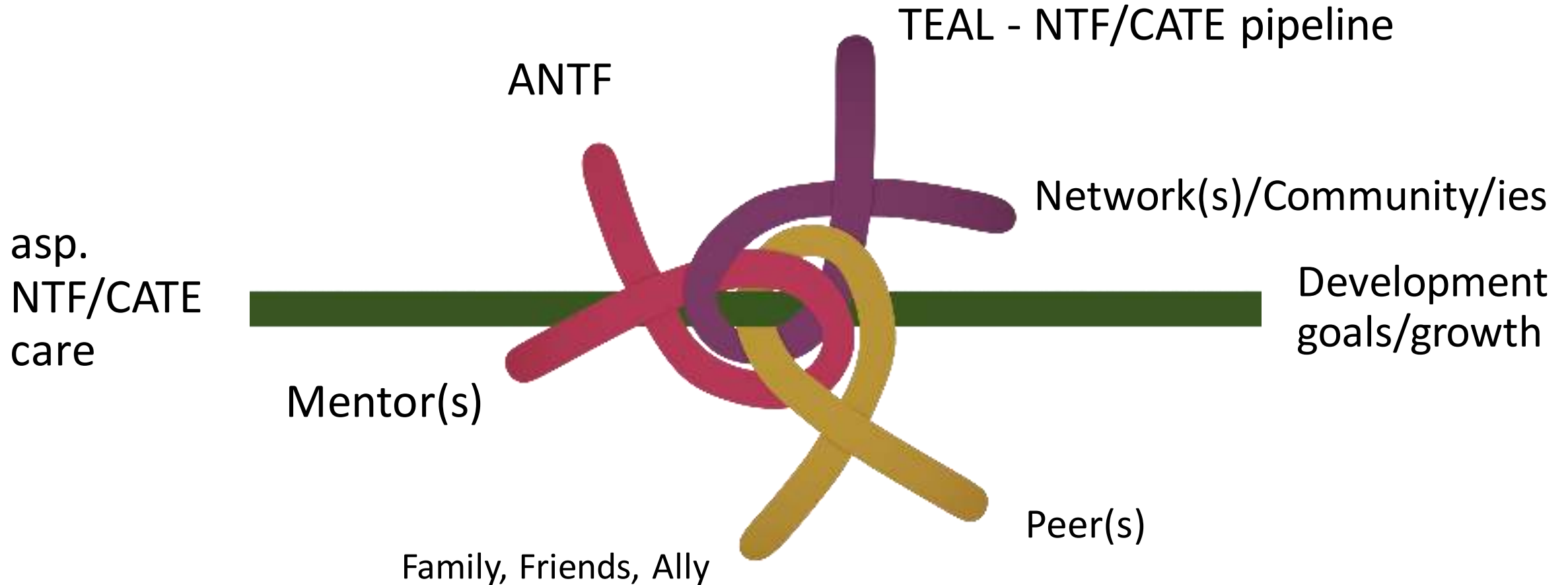


Enhancing the Impact of National Teaching Fellows: Critical Success Factors

Stella Jones-Devitt and Professor Susannah Quinsee
Higher Education Academy (HEA) Ambassadors for Learning and Teaching Excellence (2017/18)

“Participants felt that high-quality mentoring is imperative throughout the NTFs process and beyond. The engagement of established NTFs in these processes was seen as pivotal.”
(Jones-Devitt and Quinsee (2018, 4))

Knotworking in the context of mentoring aspiring NTF/CATE



#creativeHE community

Brings creative practitioners and students together

Offers a space for experimentation, wacky ideas and peer support

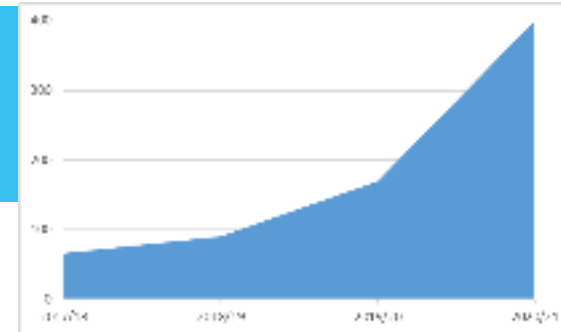
Co-organises events, courses and inquiries

Co-creates open educational resources

Develops creative practices

Grows scholarly activities and research

Open software



Flashcards

Books



Magazines



Annuals



by Teeroumanee Nadan



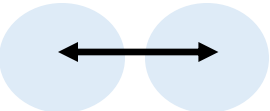
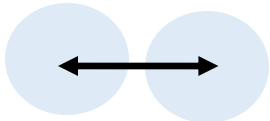
by Pip MacDonald



(Nerantzi, et al. under review)

Conceptualisations of leadership within educational development (Fields, et al., 2019)

Peer mentoring

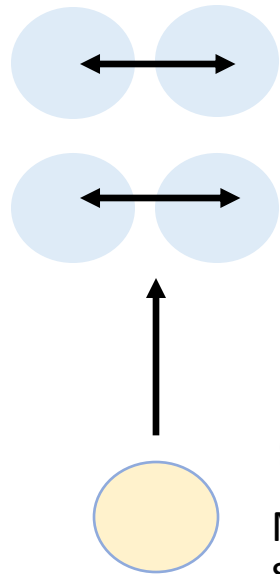


Mentee

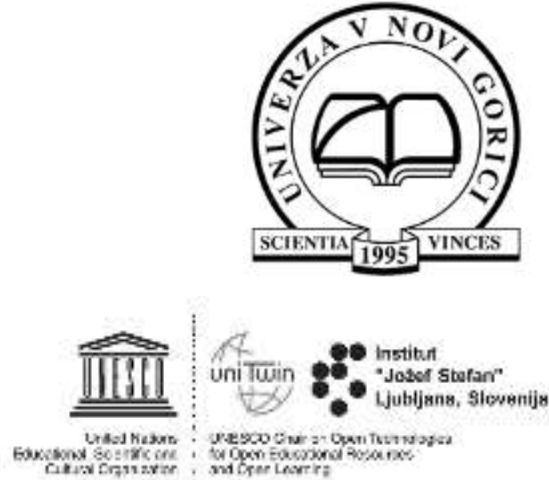
- Affective qualities
- Mentoring and empowering
- Action-orientation
- Research and scholarship
- Teaching excellence



Group mentoring: Open Education for a Better World (OE4BW)



Mentor community, informal space to connect with other mentors, reflect, support each other



6
YEARS

6
CONTINENTS

40
COUNTRIES

330
PROJECTS

447
PARTICIPANTS

Global (formal)



The Knowledge Equity Network

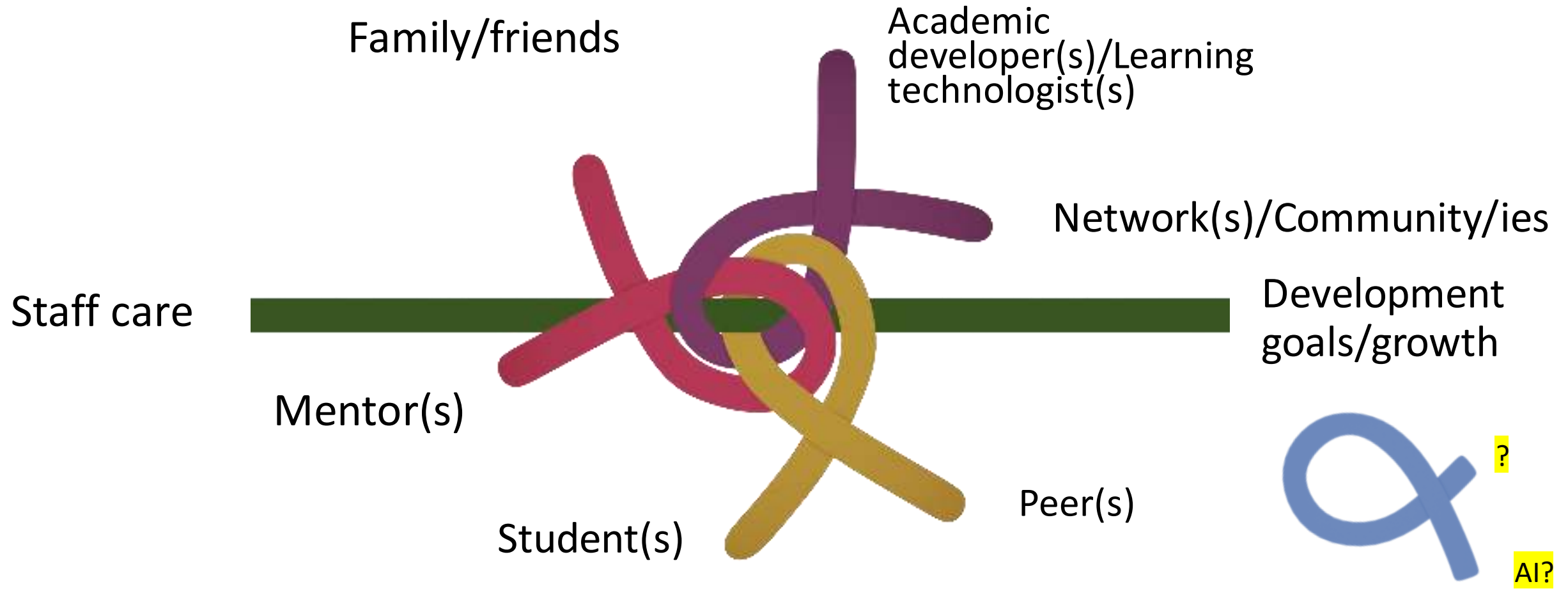
Unlocking Knowledge to Create a Fair Future



Global radical collaboration

Academic knotworking for growth

(based on Engeström (2008) and visualisation by Mnaymneh *et al.* (2021))



References

- Batiste, H., Denby, R. & Brinson, J. (2022) Cross-cultural mentoring in higher education: the use of a cultural identity development model, *Mentoring & Tutoring: Partnership in Learning*, 30:4, 409-433, DOI: 10.1080/13611267.2022.2091194
- Belcher, H.M.E., Copeland-Linder, N., Stone, J. *et al.* (2022) MCH Pipeline Training Program: Connecting with Academia to Build Capacity Through Mentoring. *Matern Child Health J* 26 (Suppl 1), 37–43. <https://doi.org/10.1007/s10995-022-03397-3>
- Bell, A., and Treleaven, L. (2011) “Looking for Professor Right: Mentee Selection of Mentors in a Formal Mentoring Program,” *Higher Education* 61(5): 545–561.
- Buzzanell, P. M., Long, Z., Anderson, L. B., Kokini, K., and Batra, J. C. (2015). “Mentoring in Academe: A Feminist Poststructural Lens on Stories of Women Engineering Faculty of Color,” *Management Communication Quarterly* 29(3): 440–457.
- Engeström, Y. (2008) *From teams to knots: Activity-theoretical studies of collaboration and learning at work*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511619847>
- Guccione, K. and Hutchinson, S. (2021) *Coaching and Mentoring for Academic Development*, Emerald Publishing Limited, ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/leeds/detail.action?docID=6523339>.
- Johnson, W. B. (2007). *On Being a Mentor: A Guide for Higher Education Faculty*. Mahwah, NJ: Lawrence Erlbaum.
- Johnson-Baile, J. & Cervero, R. M. (2004) Mentoring in black and white: the intricacies of cross-cultural mentoring, *Mentoring & Tutoring: Partnership in Learning*, 12:1, 7-21, DOI: 10.1080/1361126042000183075
- Meschitti, Viviana and Lawton Smith, Helen (2017) Does Mentoring Make a Difference for Women Academics? Evidence from the Literature and a Guide for Future Research. *Journal of Research in Gender Studies*, 7 (1). pp. 166-199. ISSN 2164-0262
- Mkandawire-Valhmu, L., Kako, P. M. and Stevens, P. E. (2010) Mentoring women faculty of color in nursing academia: Creating an environment that supports scholarly growth and retention, *Nursing Outlook*, Volume 58, Issue 3, Pages 135-141, <https://doi.org/10.1016/j.outlook.2010.02.001>.
- Mnaymneh M., Van Oostveen R., Kapralos B. *et al.* (2021, online) Effective Collaboration Through Activity Theory and Knotworking in Clinical Settings. *Cureus* 13(11): e19860. 24 November. doi:10.7759/cureus.19860
- Nielson, T. R., & Eisenbach, R. J. (2001). Mentoring in Academia: A Conversation with Lyman Porter. *Journal of Management Inquiry*, 10(2), 183–189. <https://doi.org/10.1177/1056492601102022>
- Pérez, M. S., & Pasque, P. A. (2013). Challenging the Neoliberal Climate in Academia From Mentoring Perspectives: Critical Reflections From Our Future Selves. *Cultural Studies ↔ Critical Methodologies*, 13(6), 474–480. <https://doi.org/10.1177/1532708613503774>
- Phillips, S. L., & Dennison, S. T. (2015) *Faculty mentoring: A practical manual for mentors, mentees, administrators, and faculty developers*. Sterling, VA: Stylus
- Schramm, M. K. (2004) “Feminist Mentoring in the Academy,” *Praxis* 16(2): 61–70.
- Stanley, C. A. and Lincoln, Y. S. (2005) Cross-race faculty mentoring. *Change: The Magazine of Higher Learning*, 37(2), 44–50. <https://doi.org/10.3200/CHNG.37.2.44-50>

Dr Chrissi Nerantzi PFHEA, NTF, CATE

Associate Professor, School of Education

c.nerantzi@leeds.ac.uk

@chrissinerantzi



UNIVERSITY OF LEEDS

