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Van der Sluis, Hendrik ORCID: https://orcid.org/0000-0002-2543-6279 (2019) 'One of those things you need to do?' Exploring the influence of HEA Fellowships on academic identities. Doctoral thesis, Kingston University.

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'*One of those things you need to do?*'

Exploring the influence of HEA Fellowships on academic identities

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A thesis submitted in partial fulfilment for the degree of EdD
Kingston University in partnership with Roehampton University

September 2019

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Abstract

How the Higher Education Academy (HEA) Fellowships might influence academic identities is the focus of this study. Increasingly, Higher Education Institutions (HEI) in the United Kingdom have their Continuous Professional Development frameworks accredited by the HEA to support academic staff in obtaining an HEA Fellowship. HEIs' attention to the HEA Fellowships needs to be understood against the volatile HE policy landscape, and growing influence of the university league tables. To strengthen institutional reputations for teaching and learning, universities stimulate academics' engagement with the HEA Fellowships through different means, including revised policies for probation and promotion. The emerging literature has investigated the influence of the HEA Fellowships on teaching and related practice. This study provides an original contribution by exploring how the HEA Fellowships might offer new ways in which to conceive and support being an academic in HE and how they might develop academics' career pathways. The aim of this study is *to explore the influence of the HEA Fellowships on academics' identities*.

An interpretive approach to the research guided its design. The data was collected using in-depth interviews with academics (n=15) at two universities with similar policies for probation and promotion, but different reputations for teaching and research. The data was analysed using thematic and narrative analysis.

The findings suggest that the influence of the HEA Fellowships needs to be understood against the institutional setting, in particular the institutional mechanisms and policies that stimulate engagement. The HEA Fellowships, in combination with the institutional requirements for probation and progression, result in different academic identity trajectories, confirming and strengthening, as well as reconstructing and renegotiating teaching and research identities. Hereby a marked difference was found between academics that moved on to a teaching career pathway in comparison to those on a research pathway.

This study concludes by discussing the implications of the findings for academic developers, leaders and policy makers. These include the delivery of HEA accredited professional development, the allocation of resources, and development opportunities for academics on teaching career pathways.

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Glossary of Terms

AFHEA	Associate Fellow of the HEA
CAQDAS	Computer-assisted qualitative data analysis software
DLHE	Destination of Leavers from Higher Education
EAIR	European Higher Education Society
FHEA	Fellow of the HEA
FREC	Kingston University, Faculty of Health, Social Care and Education Ethics Committee
HE	Higher Education
HEA	Higher Education Academy (now Advance HE)
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HEIR	Higher Education Institutional Research Network
HESA	Higher Education Statistics Agency
ILT	Introduction to Learning and Teaching
ILTHE	Institute for Learning and Teaching in Higher Education
KIS	Key Information Set
NSS	National Student Survey
NTF	National Teaching Fellowship
NVivo	Qualitative data analysis software package developed by QSR International
PFHEA	Principal Fellow of the HEA
PgCertHE	Post Graduate Certificate in Higher Education
REF	Research Excellence Framework
SEDA	Staff and Educational Developers Association
SFHEA	Senior Fellow of the HEA
SoTL	Scholarship of Teaching and Learning
TEF	Teaching Excellence Framework
UK	United Kingdom
UKPSF	United Kingdom Professional Standards Framework

Acknowledgements

1 Introduction

The aim of this section is to offer an introduction to this study. It will first introduce the topic and the key words, and then provide my motivation for this investigation and outline the relevance of this study. This will be followed by a brief outline of the research approach and setting. This section will conclude by providing an overview of how the thesis is structured.

The origin of the research aim of this study derives from my professional context. During the time I was enrolled on the Doctor in Education (EdD) programme at Kingston University I worked as a lecturer at two different institutions. At both institutions the department offered a range of services to support academic staff, schools and faculties to enhance teaching practice, methods and processes. The different services are often grouped together and called *professional development*, whilst the individuals who offer these services are called *academic developers* (Macdonald, 2009; Popovic and Baume, 2016). Professional development is an ongoing and systematic process, which requires investment and resources from individuals and institutions (Fenstermacher and Berliner, 1985; D'Andrea and Gosling, 2005). This study focuses on professional development that leads to a Higher Education Academy (HEA) Fellowship; in broad terms this takes different forms and includes the enhancement of teaching, research, administration and leadership practices (Beaty, 2006; D'Andrea and Gosling, 2005; Popovic and Baume, 2016; Smith, 2005).

Since 2014 I have become involved in the *HEA Fellowships* and witnessed how they have come to underpin professional development in HE. The United Kingdom Professional Standards Framework (UKPSF) is a framework overseen by the HEA. The UKPSF aims to support initial and continuous professional development (CPD) in teaching and learning, leading to a Fellowship of the HEA (Hibbert and Semler, 2015; Lea and Purcell, 2015; UKPSF, 2011). To support academic staff in obtaining an HEA Fellowship, the majority of Higher Education Institutions (HEIs) have an institutional CPD framework that is accredited by the HEA (Peat, 2015; Pilkington, 2016a; 2018). Commonly, the CPD frameworks include a taught programme and a recognition scheme. The taught programme is intended for early career academics who are new to teaching and learning in HE, while more senior academics are supported through the recognition scheme (Pilkington, 2016a). I taught and led on the taught programme, and I taught on the recognition scheme, at one of the universities from which a sample was drawn for the current research.

The impact of the HEA Fellowships is currently not well understood. An emerging body of literature has started to explore the implementation of the recognition schemes (Spowart et al., 2015; Thornton 2014) and their influence on teaching practices (Botham, 2017; Shaw, 2017). Together with my colleagues I led an investigation into the latter at Kingston University using a mixed quantitative and qualitative methodology. We published the results in peer-reviewed journals (van der Sluis et al., 2016; 2017) and shared the findings with relevant professional networks such as the Staff and Educational Developers Association (SEDA) and the European Higher Education Society (EAIR).

This study departs from my previous investigation, and tries to answer a set of questions and concerns that could not be addressed by focusing on teaching practices. The question of how the HEA Fellowships might influence *academics' identities* - how academics describe who they are - grew as a result of personal observations made while working with academics on the recognition programmes. Anecdotal evidence, or evidence based on informal conversations and personal observations (Silverman, 2013) suggested that academics have mixed opinions about obtaining an HEA Fellowship and attach different meanings to it. These opinions have not been captured or given much attention in the emerging literature, and so they became the focus of my interest. I realised that attitudes towards the HEA Fellowships might have real implications for how academics evaluate their investment in, and the provision of professional development, and for the position of academic developers within the institutions (Di Napoli, 2014; Peseta, 2014). Moreover, academics' opinions of the HEA Fellowships might have implications for how they value their usefulness and take them forward into the future, and how they become integrated with their individual interests and career trajectories. Increasingly the latter has become important in the context of the HEA Fellowships, and this research will help to understand and address these opinions.

Professional development related to teaching and learning is not offered in a neutral environment (Land, 2001; Macdonald, 2009). It cannot be seen independently from the institutional context and other domains of academic practice such as research, which might create, as well as constrain, opportunities to engage and utilise professional development related to teaching and learning (Di Napoli, 2014; D'Andrea and Gosling, 2005; Marginson, 2008). Current institutional attention, investment and support for the HEA accredited CPD frameworks needs to be understood against the changing and volatile Higher Education (HE) policy landscape, in particular, the ranking of universities in the league tables and related metrics, such as the Teaching Excellence

Framework (TEF) and the National Student Survey (NSS), which are used to determine institutional reputation (Blackmore et al., 2016; Cashmore et al., 2013; Gibbs, 2017; Turner et al., 2013).

To strengthen institutional reputations for teaching and learning, universities stimulate academics' engagement with the HEA Fellowships through different means, including revised policies for probation and promotion (Peat, 2015; Pilkington, 2016a; 2018). The HEA Fellowships and institutional policies have led to changes in the reward and recognition of teaching and research. This is not universal in the sector, but the changes in promotion and progression policies allow academics to focus their interest on teaching and learning instead of disciplinary research or professional practice (Cashmore et al., 2013; Locke, 2014a; Strike, 2010). The integration of the HEA Fellowships with academic career pathways has implications for the ways in which academics can conceive and develop their careers, as well as for academic developers, and managers or leaders who support, develop and sustain their trajectories into the future. However, in the context of the HEA Fellowships, this has not been investigated and is not well understood, and therefore it is a focus of this investigation (Locke, 2014a; Cashmore et al., 2013).

With this contextual and exploratory study, I provide an original contribution to new knowledge by exploring the influence of the HEA Fellowships on academics' affiliation with and commitment to teaching and research, captured with the notion of academic identities. This is the overall aim of this study. Considering the weight of the institutional context, in particular the probation and progression policies, the research aim is broken down into two research objectives. The first research objective is *to contextualise the institutional circumstances that mediate and stimulate engagement with the HEA accredited professional development*. This will provide the context in which to investigate the second research objective, which will answer the research aim and *explore the influence of the HEA Fellowships on academics' identities*.

Besides providing an original contribution to knowledge, this investigation carries professional relevance, which is an essential aspect of any professional doctorate (Burgess et al., 2006; Wellington et al., 2005). One purpose of this study is that the findings will be of value for academic developers and their professional networks, who design and lead on the recognition schemes, and institutional leaders and policy makers, who support the CPD frameworks and are responsible for defining academic career pathways and opportunities.

An interpretive approach was taken to the research, which guided the data collection and analysis methods. The data was collected using in-depth interviews (Kvale and Brinkmann, 2009; Yeo et al., 2014). To ensure a sufficient understanding of the institutional influences in line with the research aim, and contribute to the trustworthiness of the findings, the data was collected using stratified purposive-based sampling (Cohen et al., 2011; Ritchie et al., 2014). Interviews (n=15) were conducted at two institutions, with comparable policies for probation and progression, which allow academics to progress on a teaching career pathway, but with markedly different reputations for teaching and research. UA92 is a large metropolitan post-1992 institution with TEF Bronze. SRIU is a smaller research-intensive campus university with TEF Silver. The transcripts were analysed using thematic and narrative analysis to understand the common themes and topics, as well as to ensure sufficient illumination of the participants' perspectives (Cohen et al., 2011; Elliott, 2005; Ritchie et al., 2014; Seidman, 2013).

This thesis is structured in a conventional manner (Wellington et al., 2005) and includes the following main sections:

- *Literature review* (chapter 2). The literature review introduces the key concepts and main arguments regarding why this study is relevant and important. It first introduces what professional development for teaching and learning is and why it needs to be evaluated, and then it provides a frame for how its influence will be captured. This is followed by an exploration and contextualisation of the central phenomenon - HEA accredited professional development that leads to an HEA Fellowship. It explains why the HEA Fellowships have become important by locating them within the wider HE policy landscape and discusses how Higher Education Institutions (HEIs) have responded. This is followed by an outline of the emerging literature, which situates how this study provides an original contribution by focusing on academics' identities. After defining academic identities, the notion of academic identity trajectories is introduced. Academic identity trajectories are used as a conceptual tool to bring into view how academic identities might evolve over time as a result of the HEA Fellowships. The literature review concludes by summarising the research aim and objectives of this study.
- *Methodology* (chapter 3). The methodology chapter outlines why an interpretive approach to the research was considered the most appropriate to guide the research design for this contextual and exploratory study. The following sections outline: the use and application of in-depth interviews as the data collection method, the considerations given to research ethics, and how thematic data analysis, supplemented by participants' vignettes, was used to analyse the data.

- *Findings* (chapter 4). The findings chapter presents the analysis of the data in four sections. The findings are developed and discussed in relation to the existing literature, whereby the professional implications are signposted. These are then further consolidated in the conclusion chapter. The first section describes the characteristics of the stratified purposive sample. The second introduces the findings, but is not a synthesis of all of the data; it presents the vignettes within the stratified groups. The participants' motivations and experiences in regard to the HEA Fellowships are presented, and the institutional circumstances stimulating engagement are discussed from the perspective of the individual. The third section develops the findings related to the first research objective. It focuses on the institutional circumstances that mediate and stimulate engagement with HEA accredited professional development. This section provides the context for the fourth section, which develops the findings related to the second research objective. This section explores the influence of the HEA Fellowships on academics' identities, which is brought into view by exploring the different academic identity trajectories that were observed in this study.
- *Conclusion* (chapter 5). The conclusion chapter provides a brief overall conclusion, which is followed by a summary of the main arguments, the findings, and the professional implications and recommendations. These sections (5.1 - 5.3) can be read as a summary of the thesis. This is followed by an outline of how the findings need to be understood, taking into account the limitations of this study, before looking to further investigations that might need to be considered.

2 Literature review

2.1 Introduction

This chapter has several purposes; it will explain what the topic of investigation is, why it is relevant and how it can make an original contribution to new knowledge. This study aims to explore the influence of the Higher Education Academy (HEA) Fellowships on academics' identities. This chapter will be used to situate and explain this research aim.

An HEA Fellowship is obtained through HEA accredited professional development. The literature review will first introduce what professional development for teaching and learning is. It will then outline why it needs to be evaluated and provide a frame for how its influence will be captured. This will clarify the aim and reasons for this study in general terms and introduce how it is structured.

This will be followed by an exploration and contextualisation of the HEA accredited professional development that leads to an HEA Fellowship. This section will explain what the Professional Standards Framework (UKPSF) and the HEA Fellowships are. It will explain why they have become important by locating them within the wider HE policy landscape, and how Higher Education Institutions (HEIs) have responded. This will be followed by an outline of the emerging literature exploring the influence of HEA accredited professional development. This will situate what is known about the HEA Fellowships, why it is relevant, and how this study provides an original contribution by focusing on *academics' identities* - a key concept in this study. The subsequent section will situate how the notion of identities, in particular academic identities, is understood in this study. In addition to understanding how the HEA Fellowships might influence academics' identities, the notion of an *academic identity trajectory* is used. The academic identity trajectory and its three related dimensions (intellectual, networking and institutional) provide the domains through which changes in academic identities over time are captured in this study.

The last section will summarise the research aim and objectives of this study.

2.2 What is professional development in HE?

Central to this study is the HEA accredited professional development that leads to an HEA Fellowship. The UKPSF is developed and maintained by the HEA for the Higher Education (HE) sector, as will be explained in the next section. The first objective of the UKPSF (2011, p.2) is to support 'the initial and continuing professional development of

staff engaged in teaching and supporting learning'. Starting with this objective, this section explores what constitutes professional development in HE and how its influence can be framed and evaluated.

The conceptualisation of professional development varies and is the subject of much debate, and its interpretation and application are often tailored to a particular setting (Bostock and Baume, 2016; D'Andrea and Gosling, 2005). Professional development within the educational setting, according to the seminal literature by Fenstermacher and Berliner (1985, p.283), can be defined as 'the provision of activities designed to advance the knowledge, skills, and understanding of teachers in ways that lead to changes in their thinking and classroom behaviour'. This definition highlights key aspects of professional development in the literature. Professional development focuses on those involved in education, in particular academics, as well as professional or supporting staff and educational managers or leaders. It can be undertaken informally, or initiated and led by the individual, but in the context of HE and the HEA Fellowships it is considered a formal programme or scheme that is taught or facilitated by specialised facilitators or academic developers. The programme or scheme offers a series of structured and organised activities, which require an investment from individuals and institutions in the form of resources and time, to enable completion. The objective of these activities is to strengthen academics' skills, knowledge, awareness and attitudes with the aim of enhancing their teaching practice. A distinction is made between initial and continuous professional development. The former lays the foundations for the required skills, competencies and commitments. The latter departs from the initial formal introduction and certification, and focuses on the continuous development and enhancement of academics' teaching practices (Bostock and Baume, 2016; Bubb and Earley, 2007; D'Andrea and Gosling, 2005; Foord, 2009; Guskey, 2002; Guskey and Yoon, 2009; Macdonald, 2009; Pilkington, 2016b).

Investigating professional development is important for various reasons (Bamber and Stefani, 2016; Guskey, 2000; Stefani, 2011; Stefani and Baume, 2016). As professional development is a systematic effort to stimulate a change in practice, evaluating its influence provides evidence of its effectiveness and the valued added. This might justify the individual and institutional investments made. Besides the accountability of the programmes and schemes, evaluations provide explanations for their effectiveness within the dynamic environment in which they take place (Guskey, 2000). Insights into the effectiveness of the programmes can be used to inform the different stakeholders, in particular the academic developers responsible for the delivery of the programmes, and the institutions involved. The information and recommendations that result from the

evaluations can be used to guide, for instance, programme improvements, as well as to stimulate changes and reforms related to institutional policies (Bamber and Stefani, 2016; Guskey, 2000; Stefani, 2011; Stefani and Baume, 2016). This study is aligned with these evaluative objectives. It aims to provide an insight into the influence of the professional development that leads to an HEA Fellowship for individual academics, taking into account the dynamic environment in which it is offered. It is hoped that the outcomes will be useful, inform those involved and provide suggestions regarding how improvements could be made.

However, evaluating the influence of professional development is complex, due to the diverse range of programmes or schemes, activities, objectives, outputs, stakeholders and environments (Amundsen and Wilson, 2012; Stefani, 2011; Stefani and Baume, 2016). To support the evaluation, Guskey (2002) has proposed a linear model of professional development (see Figure 1). According to Guskey (2002), professional development enhances teachers' skills and knowledge, which in turn leads to teachers making changes in the classroom. This subsequently might lead to changes in teachers' beliefs and attitudes regarding learning and teaching as a result of the students' learning outcomes. To understand whether professional development has made a difference, or is transformative, the evaluation should focus not only on changes in practice, but also on how it has stimulated changes in teachers' affiliations, commitment and values (Guskey, 2002). This study will build on and extend Guskey's (2002) model by utilising academics' changing identities as a lens.
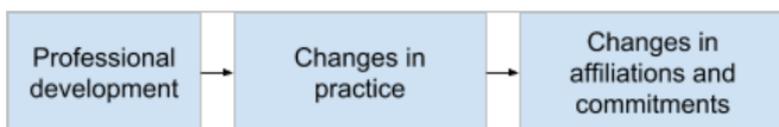
Figure 1: Model of teachers' changes as a result of professional development (Guskey, 2002)

Fenstermacher and Berliner (1985) and Budd and Earley (2007) agree with Guskey (2002) that a focus on the development of individuals' skills and knowledge to improve practice is too restrictive. Studies on the effectiveness of professional development have confirmed the role of teachers' beliefs, values, affiliations and commitment in regard to learning and teaching (Budd and Earley, 2007; Day et al., 2007; de Vries et al., 2013; Meijer et al., 2017). According to Budd and Earley (2007), Day et al. (2007) and Geijsel and Meijers (2005), an important aspect of the evaluation of professional development is to understand how it encourages and promotes a change in commitment and values on the part of the individual, which is captured by the notion of teacher identities. Here, teacher identities are understood as those attributes, beliefs

and values deriving from the occupational practices and setting, distinct from individual and social identities (see section 2.5.2) (Jenkins, 2014). Professional development, according to Bubb and Earley (2007, p.4, p.16), needs to 'encourage and promote a commitment on the part of the individual to professional growth' and strengthen academic identities, so that it can 'contribute to their wellbeing, job satisfaction, sense of achievement and capacities to maintain upward trajectories of commitment' (Beauchamp and Thomas, 2009; Beijaard et al., 2004; Day et al., 2007; Hong et al., 2017; Jenkins, 2014; Sachs, 2001). This study intends to explore this in the context of the HEA Fellowships. It aims to understand how the HEA Fellowships might influence academics' affiliations and commitment to teaching and learning in HE, and concentrates on the development of academics' identities. Building on Budd and Earley (2007), Day et al. (2007), de Vries et al. (2013), and Meijer et al. (2017), the notion of identities is added to Guskey's (2002) model (see Figure 2).

Various authors, including Birman et al. (2000), Bolam (2002), D'Andrea and Gosling (2005), Garet et al. (2001), Guskey and Sparks (2002), Guskey and Yoon (2009) and Land (2001), have critically evaluated the effectiveness of professional development and discussed the role of the dynamic environment in which it takes place. Structural and agentic factors both enable and constrain the influence of professional development for academics' practice and their affiliation and commitment. The frame of agency and structure will be used in this study as an analytical tool to understand how individuals experience and give meaning to their professional development in relation to the wider circumstances (Baker, 2004; Cohen, 2006; Stone, 2007). Developed in more depth below, here, structural factors refer to those external arrangements, such as institutional policies, resources and time, which create, enable or limit the opportunities available to engage with professional development and affect its outcomes. Meanwhile, agency refers to individual considerations and factors that positively or negatively influence the outcome of professional development. To understand the influence of HEA accredited professional development for academics' identities, the frame of structure and agency is added to Guskey's (2002) initial model of professional development (see Figure 2). Although positioned vertically in the diagram, the frame in this study is not positioned as a metaphorical hierarchy, whereby agency, placed on top, is prioritised over structure (Lakoff and Johnson, 1980; 2003). The vertical positioning is chosen to bring into view the different aspects that might influence on professional development in subsequent figures.

To illustrate, the literature on professional development in primary, secondary and higher education has highlighted different aspects, in particular the structural factors

that influence its outcomes (D'Andrea and Gosling, 2005; Bubb and Earley, 2007). Institutional and national policies might constrain individuals' sense of autonomy in their professional development, which as a result might have a detrimental influence on the development of their teaching identities (Beauchamp and Thomas, 2009; Bolam, 2002; Hong et al., 2017; Orr, 2008; Meijers et al., 2017). Institutional policies set out the resources and time available that create opportunities to engage with professional development. Simultaneously, they frame its focus on particular, often prescribed topics, which might or might not be aligned with the needs of individual teachers (Guskey and Sparks, 2002; Orr, 2008). Individuals' agency to engage might be further constrained by institutional pressures and control. Professional development that is reinforced through, for instance, policies on probation and promotion, might lead to compliance, or even resistance, instead of intellectual engagement (Di Napoli, 2014; Hall, 2010; Marginson, 2008; Peseta, 2014; Quinn, 2012). However, intellectual engagement is not only constrained by structural factors. De Vries et al. (2013) have investigated the agentic factors that might constrain or enable intellectual engagement, i.e. the outcome of professional development is influenced by teachers' inclination, or their willingness to review and challenge their beliefs and practices (De Vries et al., 2013). As such, academics' attitudes and the institutional setting have real implications for how they evaluate their investment in professional development, and how it is taken forward into the future (Peseta, 2014; Quinn, 2012). Investigating these implications, in the context of the HEA Fellowships, carries professional relevance for academics, academic developers and leaders and is a focus of this study.

Others have turned their attention to the duration, type, mode, and content of professional development. The duration or length of professional development influences individual opportunities to develop their practice (D'Andrea and Gosling, 2005; Guskey and Yoon, 2009). Both formal and informal types of professional development, have implications for academics' sense of agency and engagement, and affect the long-term outcome (Beaty, 1998; Becher, 1996; Eraut, 2001; Higgins and Leat, 2001). The mode and content of professional development provides different opportunities for academics to engage with professional development, and the application of new knowledge and skills in practice (Higgins and Leat, 2001; Guskey and Sparks, 2002). For instance, the reliance on reflection as a dominant form of professional learning has been critically evaluated in regard to its opportunity to transform teachers' affiliation with and commitment to teaching (Clegg et al., 2002; Edwards and Nicoll, 2006; Macfarlane and Gourlay, 2009; McWilliam, 2002; Nicoll and Harrison, 2003). A point to consider as reflection is an integral aspect of obtaining an HEA Fellowship (see: 2.3.2) (Purcell and Lea, 2015).

The literature has also raised concerns that might be unique to HE. Higher Education is characterised by disciplinary research and professional practice. Learning and teaching are partly conceptualised and developed within these disciplinary cultures, which influence the uptake and long-term outcomes of the generic professional development offered by central departments (Becher, 1996; D'Andrea and Gosling, 2005; Bostock and Baume, 2016; Jenkins, 1996; Knight et al., 2006; Rowland, 2003; Van Schalkwyk et al., 2015). Exploring the uptake and diffusion of professional development, Mårtensson and Roxå (2016) and Roxå and Mårtensson (2011; 2017) focused on the role of networks and micro cultures. Positioned between agency and structure, the influence of centrally provided professional development is mediated by micro cultures or small networks of interconnected academics, which affects its outcome (Roxå and Mårtensson, 2011; 2017).

Lastly, in contrast to primary and secondary education, being an academic in HE might constitute more than one identity, which, besides disciplinary research and professional practice, nearly always includes a teaching identity. For the purposes of this study, the configuration of these identities in HE constitutes *academic identities* (see section 2.5.2) (Becher and Trowler, 2001; Hall, 2002; Henkel, 2000; 2010). The different domains of academic practice have raised questions about how these are individually resourced, rewarded and recognised. In particular, the reward given to research might affect engagement with professional development for teaching and learning and influence the development of teaching identities (Cashmore and Ramsden, 2009; Cashmore et al., 2013; Locke, 2014a). The relationship between HEA accredited professional development, and how it affects, supports or sustains academics' roles, identities and careers' in the future has to date received little attention in the literature, as will be discussed in the next section. Investigating this relationship and understanding its implications is of professional relevance for academic developers and leaders who support, develop and allocate resources, and therefore this is a focus of this research (Locke, 2014a, p.28).

It is acknowledged that this brief survey of the contextual aspects that influence professional development is incomplete and much debated. Most of the literature summarised pre-dates or does not make explicit reference to HEA accredited professional development. But it shows that evaluating the relationship between professional development, the enhancement of practice, and the subsequent strengthening of affiliations and identification with teaching is considered complex (D'Andrea and Gosling, 2005; De Rijdt et al., 2013; Stefani, 2011; Van Schalkwyk et

al., 2015). Moreover, it highlights that the agentic and, in particular, the structural context that mediates or affects professional development, need to be taken into account. An outcome of this study will be refinements of this initial evaluative frame, in the context of the HEA Fellowships (see section 5.3.1).

This has implications for exploring the research aim of this study, which as a result will be done in two steps (see section 2.6). The first research objective is to provide the wider context for the second.

The first objective is to contextualise the influence of the HEA Fellowships, by exploring the structural setting. It will explore in particular the institutional circumstances that mediate and stimulate engagement with HEA accredited professional development.

The second objective is to explore the influence of the HEA Fellowships on academic identities.
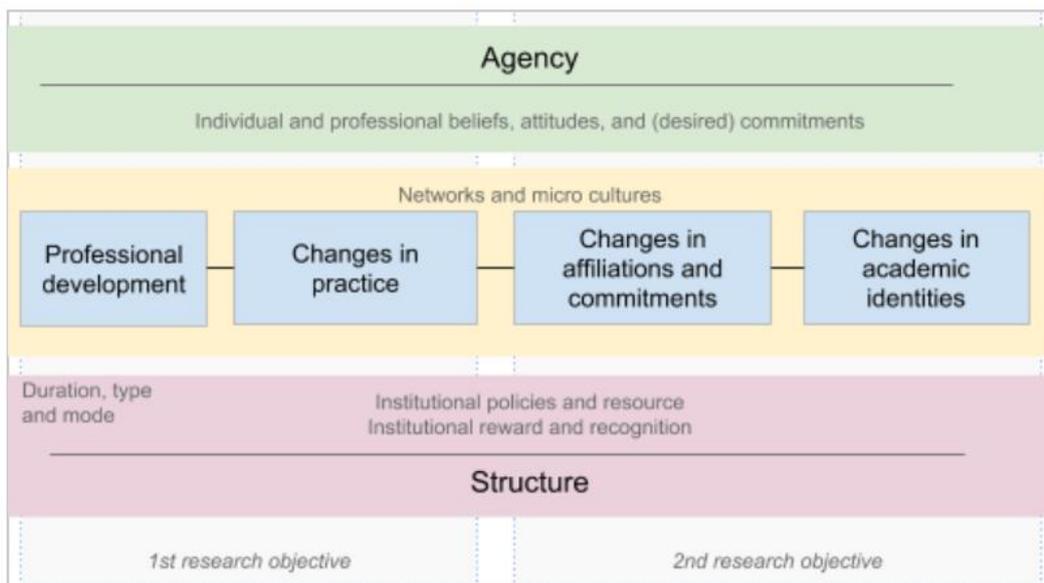
Figure 2: Framing the influence of professional development within agency and structure

2.3 What are the HEA Fellowships and why have they become important?

This study concentrates on the HEA Fellowships that are obtained through HEA accredited professional development. To investigate their influence, we first need to clarify what they are, why they have become important, and what is known about them.

The following subsections will explain what the UKPSF and the HEA Fellowship are, and provide the background regarding why the HEA Fellowships have become important and how HEIs have responded to their implementation. Together the sections will help situate why this study is relevant for academic developers, leaders and policy makers.

The next section will summarise the findings from the emerging literature on the influence of the HEA Fellowships, which will further clarify how this study can make an original contribution to new knowledge.

2.3.1 What are the UKPSF and HEA Fellowships?

The HEA is a national body whose objective is 'raising the quality and status of teaching in HE' (HEA AbUs, 2016, npn). In March 2018 it merged with the Leadership Foundation for Higher Education and is now known as *Advance HE* (Advance HE, 2018).[1] The UKPSF is a national framework, developed by the HEA on behalf of the HE sector (Hibbert and Semler, 2015; UKPSF FGN, 2012a). The purpose of the UKPSF is to offer a 'comprehensive set of professional standards and guidelines for everybody involved in teaching and supporting learning in HE' (Lea and Purcell, 2015; HEA UKPSF, 2015, npn). Its central purpose is driving 'improvement in, and raising the profile of, learning and teaching in HE' (UKPSF FGN, 2012a; HEA UKPSF, 2018, npn). The UKPSF (2011) is further explained by the HEA in the Framework Guidance Notes (UKPSF FGN, 2012a-e). A full and comprehensive description of the UKPSF, independent from the HEA, is given by Hibbert and Semler (2015), Lea and Purcell (2015), and Purcell (2012).

Besides a description of its objectives, the UKPSF comprises a set of statements, or *Dimensions of Practice* (DoP), and a classification of four broad roles called *Descriptors* or *HEA Fellowships* (Hibbert and Semler, 2015; Purcell, 2012). Briefly, the DoP constitutes three sets of statements, which are conceived as interconnected (Hibbert and Semler, 2015). These are: the *Areas of Activity*, which describe the activities undertaken by teachers and supporters of learning; the *Core Knowledge*, which describes the knowledge, understanding and expertise required to carry out those activities; and the *Professional Values*, which are the values that someone working in teaching and supporting learning in HE should embrace and exemplify (Purcell, 2012; UKPSF, 2011; UKPSF FGN, 2012c). The intention of the DoP is to

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[1] This merger took place after the current study's data collection. For consistency, in the dissertation it is still referred to as the HEA.

'reflect the complexity and multi-faceted nature of the professional role of staff teaching and supporting learning' (UKPSF FNC, 2012c, p.1).

The Descriptors or HEA Fellowships are a 'set of statements outlining the key characteristics of someone performing four broad categories of typical teaching and learning support roles within HE' (UKPSF FGN 2012b, p.1). With reference to the DoP, the four HEA Fellowships are presented on an incremental scale. Each describes the 'individual's progress in terms of developing knowledge, expertise, impact, influence and leadership in teaching and supporting learning' (Hibbert and Semler, 2015; Lea and Purcell, 2015; Purcell, 2012; UKPSF FGN 2012b, p.3). The four HEA Fellowships available are: Associate Fellow (AFHEA); Fellow (FHEA); Senior Fellow (SFHEA); and Principal Fellow (PFHEA) (see Table 1). (HEA UKPSF, 2017; UKPSF, 2011). As an indication, the AFHEA is seen as appropriate for those who support a specific aspect of teaching and learning, for instance library staff or PhD students. The FHEA is seen as appropriate for somebody in a role that requires a broad understanding of, and experience related to teaching and learning, such as early career academics. The SFHEA builds on the FHEA, and is seen as appropriate for those with substantial experience, who, for instance, lead, manage and organise programmes, for example senior lecturers and Associate Professors. Lastly, PFHEAs are able to 'demonstrate a sustained record of effective strategic leadership in academic practice and development'; they might have roles such as Head of School or Dean of Education (HEA UKPSF, 2017, npn; Lea and Purcell, 2015; UKPSF, 2011). However, the incremental pathways suggested by the HEA Fellowships need to be considered with care according to Peat (2014; 2015), since staff usually apply for the highest level possible and so the pathway is truncated. For most academics with research and teaching responsibilities, the FHEA will be the minimum, and the SFHEA will be the highest level of HEA recognition possible (Peat, 2014; 2015). To understand the influence of the HEA Fellowships on academics' identities, this study concentrates on experienced academics who have completed their accredited professional development leading to SFHEA, supplemented with a sample of FHEAs.

Table 1: HEA Fellowship roles and responsibilities

Descriptor	Relation to teaching and learning	Roles (for instance)
D1: AFHEA	Individuals with 'some teaching and learning support responsibilities'	-Early career researchers with some teaching responsibilities -Staff who are new/part-time to teaching -Staff who support the academic provision

D2: FHEA	Individuals 'in more substantive teaching and supporting learning role(s)'	-Early career academics -Academic-related with substantive teaching and learning responsibilities
D3: SFHEA	Individuals with a substantial and sustained relationship with teaching and learning, incorporating the organisation, leadership and management of teaching and learning provision.	-Experienced academics demonstrating an impact and influence by leading, managing or organising programmes, subjects and disciplinary areas -Experienced mentors who support those new to teaching
D4: PFHEA	Individuals who have a sustained impact at strategic level in relation to teaching and learning	-Highly experienced academics with wide-ranging academic strategic leadership responsibilities -Staff responsible for institutional strategic leadership and policy making
UKPSF (2011) UKPSF FGN (2012b)		

2.3.2 How do academics obtain an HEA Fellowship?

The routes available to individuals to obtain an HEA Fellowship require a brief illustration in order to understand how the UKPSF is institutionally embedded. This section will also provide details regarding what constitutes HEA accredited professional development, and the context for the findings. Two routes are available for academics to become an HEA fellow (HEA UKPSF, 2017; UKPSF FGN, 2012e). Individuals can apply directly to the HEA, which is a direct application. A direct application requires the payment of a fee, and a Fellowship is awarded if the application meets the HEA requirements (HEA, 2017; Lea and Purcell, 2015; UKPSF FGN, 2012e).

The second, most common, route to obtain a Fellowship is through an HEA accredited institutional CPD framework that leads to an HEA Fellowship (HEA SR, 2017) (see Table 2). Currently the majority of HEIs in the UK have their CPD framework accredited by the HEA (HEA RaFS 2015; HEA UKPSF, 2017; Lea and Purcell, 2015; Pilkington, 2016a). A degree of variation exists in the programmes and schemes that are part of the CPD frameworks, as individual and collections of case studies show (Asghar, 2014; Fung, 2014; Harrison, 2014; Lilly, 2013; Pilkington, 2013; Shrives, 2012; Spowart et al., 2019). But most CPD frameworks comprise an HEA accredited taught *Introduction to Learning and Teaching* (ILT) or a *PostGraduate Certificate in Higher Education* (PgCertHE), and a recognition scheme. The ILT or PgCertHE programme is aimed at academics who are relatively new to teaching and learning in HE, usually with less than 3 years' teaching experience. Successful completion of the taught programme, which might include various workshops, taught sessions, teaching observations and mentoring, usually leads to FHEA. At most HEIs, successful completion of a taught

programme is a mandatory probation requirement for early career academics (Peat, 2015; Pilkington, 2016a; Shrives, 2012). Most HEIs support experienced academics through a recognition scheme (Pilkington, 2016a). Recognition schemes offer advice and guidance to support applicants in collating and presenting their previous experience and evidence for an HEA Fellowship in a personal and reflective narrative. Successful completion of a recognition scheme usually leads to FHEA or SFHEA (Hibbert and Semler, 2015; Lea and Purcell, 2015; Pilkington, 2016a). Considering the variations in the institutional CPD frameworks, to ensure sufficient transferability of the results, this study will concentrate on experienced academics with SFHEA recognition at two different institutions, complemented by a sample of FHEAs (Ritchie et al., 2014).

Table 2: Institutional HEA accredited CPD frameworks

Institutional Programme or scheme	Experience	Objective and mode	Usual leading to:
Taught programmes Taught route (e.g. PgCert HE/ILT)	For academics new to teaching and learning (≤3 years' experience)	Cumulative development of skills, competencies and knowledge over a period of time Constitutes taught sessions, mentoring and teaching observations	**FHEA**
Recognition scheme Experiential route (portfolio/dialogic)	For experienced academics (>3 years' experience)	Development of retrospective and reflective account of practice (RAP). Might include: workshops, (online) resources, mentoring, writing retreats, developmental/process-orientated, and face-to-face and dialogic opportunities for reflection and sharing.	**FHEA, SFHEA**
(Purcell and Lea, 2015) (Pilkington, 2016a)			

2.3.3 Why have the HEA Fellowships become important?

This section provides the context regarding why the HEA Fellowships have become important and why academics engage with them, thereby presenting the rationale for this study. According to Locke (2014a), the different developments, as described below represent significant changes in the reward and recognition of teaching and learning. However, how these initiatives might affect academics' identities is currently not well understood, and obtaining a better understanding is the aim of this study (Locke, 2014a; Locke et al., 2016).

HE is a shifting and evolving landscape and its current developments need to be understood in relation to, for instance, increased student numbers, marketisation, competition, managerialism and internationalisation (e.g. Brown, 2015; Hyde et al., 2013; Kogan and Teichler, 2007; Teichler, 2010; Scott, 1995; Tight, 2009). It is beyond the scope of this review to trace these developments in detail. The emphasis here is on understanding why institutions are attributing importance to the HEA Fellowships, and providing a background to the developments that have allowed for the changes in the reward and recognition of teaching and supporting learning (Blackwell and Blackmore, 2003; Cashmore et al., 2013; D'Andrea and Gosling, 2005, Lea and Purcell, 2015; Locke, 2014a; 2014b; Locke et al., 2016; Musselin, 2007; Pilkington, 2016b).

The attention paid to professional development, and the origins and emergence of the HEA Fellowships can be seen in influential policy documents, in particular the Dearing Report (NCIHE, 1997) and The Future of Higher Education (DfES, 2003) (see Table 3) (Brand, 2007; Lea and Purcell, 2015; Turner et al., 2013). The Dearing report (NCIHE, 1997) is considered one of the major reviews of HE in recent times (Tight, 2009). It signalled the beginning of an increasing interest at government level in the financing of HE, accountability, teaching quality, and related mechanisms to reward and recognise teaching pathways, alongside, or as an alternative to research (Beaty, 2006; Cashmore, 2009; Cashmore and Ramsden, 2009; Cashmore et al., 2013; MacFarlane, 2011; Ramsden, 2009; Trowler and Bamber, 2005; Smith, 2005). As the NCIHE (1997, p.221) puts it: 'it should become the normal requirement that all new full-time academic staff with teaching responsibilities are required to achieve at least associate membership of the ILTHE, for the successful completion of probation'. The years after the Dearing report led to the first of three tuition fee reforms in the UK (Belfield et al., 2017), and the foundation of the HEA's predecessor, the Institute for Learning and Teaching in Higher Education (ILTHE) in 2004. The primary role of the ILTHE and later the HEA was to accredit, support and stimulate the professional development of academic staff (Beaty, 2006; Brand, 2007; Smith, 2005).

The White Paper, 'The Future of Higher Education' (DfES, 2003), reinforced the bifurcation of teaching alongside research career pathways, and the trend towards an increased share of private funding and accountability, initiated by the Dearing Report. The DfES (2003) led to the second tuition fee reform (Belfield et al., 2017; Tight, 2009) and the introduction of the National Student Survey (NSS), in 2005, by the Higher Education Funding Council (HEFCE). The purpose of the NSS is to evaluate the student experience, and provide information about teaching quality at undergraduate level. The results are published for each HEI on an annual basis to inform students and

other stakeholders; arguably these have prompted institutions' to pay more attention to professional development as a way to enhance teaching practices and address the student experience (Buckley, 2012, Cheng and Marsh, 2010; Locke et al., 2016). The DfES (2003, p.46) led to the first iteration of the UKPSF in 2006, with the objective of establishing a 'basis for accredited training for all staff'. The 2006 version of the UKPSF was later revised in 2011 (Brand, 2007; Law, 2011; Turner et al., 2013).

The importance of the revised standards in 2011 gained traction after the Browne Review of HE (Browne, 2010) and the subsequent White Paper, 'Students at the Heart of the System' (BIS, 2011). But this needs to be understood in conjunction with the increased competition among HEIs and student information provision. A year after BIS (2011), a third review led to a considerable increase in students' fees (Belfield et al., 2017). To further support student choice, the Key Information Set (KIS) was introduced in 2012, and is provided by Unistats for HEFCE. Besides the NSS, the KIS combines data from the Destination of Leavers from Higher Education (DLHE) survey, which provides information about employment and salary prospects after graduation, and other sources. The KIS data have become key metrics in the ranking of HEIs in league tables, such as *The Complete University Guide*, which are used by prospective students and other key stakeholders (Buckley, 2012; Cheng and Marsh, 2010; Locke, 2014c; Unistats, 2017). To enhance the information on teaching quality, the Higher Education Statistics Agency (HESA) started to enquire into the number of staff with a teaching qualification and/or HEA recognition as part of HEIs' annual return. This led to the expectation that the number of staff with HEA Fellowships would become part of the KIS dataset (HESA, 2014; Peat, 2015). As a result, almost all HEIs ensured the HEA accreditation of their CPD provision, and many are 'aiming towards 100% of their staff gaining HEA Fellowship' (HEA PR, 2015, npn; Locke et al., 2016). Moreover, many HEIs have made the HEA Fellowships a requirement for probation and promotion, in particular for teaching related career pathways (Cashmore et al., 2013; Hibbert and Semler, 2015; Moore et al., 2017; Peat, 2015; Pilkington, 2016b; 2018; Shrives, 2012; Turner et al., 2013; Thornton, 2014).

As an indication of their importance in the sector, Hibbert and Semler (2015) and Turner et al. (2013) evaluated the take-up and awareness of HEA fellowships amongst academic staff. The review by Turner et al. (2013) for the HEA shows that over 17,000 individuals became fellows of the HEA in 2007, and this figure doubled to over 36,000 in 2012 (Hibbert and Semler, 2015). Based on the HESA statistics from 2012, Hibbert and Semler (2015) suggest that around 26% of all HE staff involved in teaching and learning might have obtained an HEA Fellowship. Since 2012, the HEA has reported

considerable growth in the number of individuals with an HEA Fellowship; the number doubled between 2012 and 2016 (75.000), and is close to tripling in 2018 (100.000) (HEA AbUs, 2016; HEA FW, 2018). This should be considered against Turner et al.'s (2013) reflection that the Fellowships are not evenly distributed among the sector, and that institutional cultures and mechanisms to stimulate engagement play an important role in individual take-up. But it reinforces the notion that understanding the influence of the structural setting that stimulates engagement with the HEA Fellowships is important to understand their influence on academic identities (see first research objective).

A more recent White Paper, 'Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice' (BIS, 2016a), reinforced the importance of teaching quality in relation to student choice and marketisation (Barkas et al., 2017). BIS (2016a) proposed the introduction of the Teaching Excellence Framework (TEF), partly in reference to the Research Excellence Framework (REF). The TEF aims to enhance and reward teaching quality, strengthen information provision and the ranking of HEIs to aid student choice, and raise students' fees in line with or above inflation (Ashwin, 2017; BIS, 2016a; Rosser, 2017). After a Technical Consultation (BIS, 2016b) with the sector, it was proposed that the TEF would be introduced in four phases, over a number of years. At the time of writing, the first two phases have been completed. In the first phase, HEIs who decided to participate had to become approved providers. This allowed for an inflationary fee increase for undergraduate courses from 2017-18 onwards (Ashwin, 2017; BIS, 2016c). The second phase, completed in June 2017, classified the participating institutions as Gold, Silver and Bronze, based on the NSS, student retention, and completion and employment data, in June 2017 (Adams, 2016; Ashwin, 2017; Rosser, 2017; THE TEF, 2017; Shattock, 2018).

Currently the future direction of the TEF, its implications, and the role of the HEA Fellowships in these is open to review. The relationship between the TEF, its metrics, and teaching quality is under debate. Nevertheless, the increased status of teaching in comparison to research, and the revision and diversification of academic promotion and progression have been welcomed (Blackmore et al., 2016; Gibbs, 2017; Gunn, 2018; Locke et al., 2016; McNay, 2017; Parker et al., 2016). But the TEF, in particular the rankings, has considerable financial implications for institutions. As a result, it is expected that HEIs will consider stronger consolidation of their policies and activities, including the HEA Fellowships, to ensure a favourable presentation of the TEF metrics in the future; or as Pilkington (2018, p.5) argues, 'institutional targets, strategic priorities and the growing emphasis on teaching excellence' will continue 'to drive the agenda' of the HEA Fellowships. This might lead to increased bureaucracy and

micromanagement, potentially limiting academics' agency with HEA accredited professional development, which is explored here with the help of the first research objective (Beech, 2018; Blackmore et al., 2016; Fazackerley, 2008; Moore et al., 2017; Moran and Powell, 2018).

This section focused on the policy developments that have raised the importance of the HEA Fellowships. The HEA Fellowships are considered a key initiative to raise the recognition, reward, and status of teaching in relation to research (Cashmore et al., 2013; Locke et al., 2016). These developments cannot be seen as independent from the increased diversification of academic roles and their heterogeneous career pathways. This diversification has implications for how academics connect, relate to and shape their academic identities (Henkel, 2010; Macfarlane, 2011; 2016; McInnis, 2010; Strike, 2010; Whitchurch, 2008; 2010). Academics are working against a number of internal and external drivers to secure and advance their careers (Brew et al., 2017a; 2017b). Understanding how initiatives like the HEA Fellowships might 'promote prospects and career development' will help to understand how academic roles are considered, negotiated and developed (Locke, 2014a, p.29). How the HEA Fellowships can support academics' careers into the future is currently not well understood, but an insight into this would help to inform the academic developers, leaders and policy makers responsible for the working conditions, allocation of resources, and development of their workforce (Cashmore et al., 2013; Locke, 2014a; Locke et al., 2016). According to Locke (2014a, p.29), further investigations into how academics 'navigate their careers, and the variation in academic identities at different stages of a career' are needed. This would inform those involved in academic development, career development and planning, to secure the attractiveness of, connection with and potential of the profession.

This study contributes to filling this gap by exploring how the HEA Fellowships might strengthen and enhance academics' affiliation with, and commitment to teaching and learning. This will be done by taking into account the institutional circumstances that stimulate engagement with HEA accredited professional development. As such, this study provides a much-needed contribution by exploring the influence of the HEA Fellowships on academics' identities. Lastly, increasingly institutions in, for instance, Australia, the Middle East and North America have started to adopt the (UK)PSF (Buissink et al., 2017; Flecknoe et al., 2017; HEA GN, 2018; Pilkington, 2018). To support the international community, the HEA has extended its subscription and consultancy internationally, to 'raise the quality and status of teaching for individuals across the globe' (HEA RQST, 2018, npn). This extends the relevance of this study to

a growing international audience, and the findings become relevant for those interested in how the HEA Fellowships might strengthen teaching identities and reward and recognition for teaching and supporting learning. In particular, the insights of this study will be of use to the academic developers, leaders and policy makers involved.

Table 3: Reports and key developments related to the HEA Fellowships

Report	Developments
Dearing Report (NCIHE, 1997)	-1st tuition reform (1998) -Establishment ILTHE (1999) -Establishment of Accredited/Taught programmes
Future of Higher Education (DfES, 2003)	-ILTHE preceded by HEA (2004) -Introduction National Student Survey (NSS) (2005) -2nd tuition reform (2006) -1st iteration of UKPSF (2006)
Students at the Heart of the System (BIS, 2011)	-2nd iteration of UKPSF (2011) -Establishment of Recognition Schemes -Introduction Key Information Set (KIS) (2012) -3rd tuition reform (2012) -HESA return includes Academic teaching qualification (2014) -Introduction HEA Code of Practice (2014)
Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice (BIS, 2016a)	-Introduction Teaching Excellence Framework (TEF) (2016) -Classification of HEI's in: Gold, Silver or Bronze (2017) -HEA preceded by Advance HE (2018)

2.4 What does the emerging literature on the HEA Fellowships tell us?

The previous sections have explained what the HEA Fellowships are and provided an insight into why they have become important for individual academics and institutions by tracing their development within the wider HE policy landscape. This has clarified why this study is relevant.

A growing body of literature has evaluated the influence of the HEA Fellowships, including previous work by the author (van der Sluis et al., 2016; 2017). This section will summarise the findings from the emerging literature. It will follow the frame identified above (see Figure 2), starting with what is known about the influence of HEA accredited professional development on teaching and related practices. This will include the taught programmes, but concentrate on the recognition schemes. The last subsection will explore what is known about the influence of the structural setting.

Overall, this section will further clarify how this study will make an original contribution to knowledge.

2.4.1 What is the influence of the taught programmes?

The literature reviews by Prebble et al. (2004), Prosser et al. (2006) and Parsons et al. (2012) have summarised the influence of taught programmes for academics who are new to teaching and learning in HE. These evaluations, in line with Guskey's (2002) model, show that these relatively short courses, the successful completion of which is often mandatory for probation (Gosling, 2010), are instrumental in enhancing teaching practices (Brew and Ginns, 2008; Gibbs and Coffey, 2004; Gordon and Debus, 2002; Norton et al., 2010; Parsons et al., 2012; Postareff et al., 2007; Prebble et al., 2004; Prosser et al., 2006; Stes et al., 2010; 2013). Prosser et al. (2006) concluded that the taught programmes might support academics to become more confident, effective, efficient and student-focused. Parsons et al. (2012) confirmed the findings of Prosser et al. (2006), but added that the long term effect for teaching and learning might need to be considered with care (Kahn et al., 2006; Parsons et al., 2012; Simon and Pleschová, 2013). Moreover, the findings derive from programme evaluations that pre-date the HEA Fellowships.

Two recent interpretive investigations found that initial professional development can influence academics' long-term commitment and affiliation; however, these investigations were not done within the context of the UKPSF. The interviewees at a research intensive university in Finland (Nevgi and Löfström, 2015) and a teaching oriented institution in the UK (Stewart, 2014) revealed similar findings to those in the literature reviews of Prosser et al. (2006) and Parsons et al. (2012). Participants attached pragmatic value to their introduction to teaching and learning, which strengthened their confidence and helped them do the job of teaching more effectively and efficiently (Nevgi and Löfström, 2015; Stewart, 2014). Over time (>5 years) the professional development stimulated a renegotiation of the balance between teaching and research demands. Although initially committed to disciplinary research, some participants later took on roles to enhance their teaching practice within their faculties or departments. Both Nevgi and Löfström (2015) and Stewart (2014) found that some participants had renegotiated the configuration of their academic identities. In particular, their commitment to, and affiliation with research or teaching had shifted in favour of the latter (Nevgi and Löfström, 2015; Stewart, 2014). What these findings show is that professional development might rebalance individuals' commitment to disciplinary research or professional practice, over time. Exploring this in the context of the HEA Fellowship is the research aim of this study.

2.4.2 What is the influence of the recognition schemes?

A few studies have investigated the influence of HEA accredited professional development leading to an HEA Fellowship, on teaching practices. An HEA funded study by Turner et al. (2013) focused on the implementation and awareness of the HEA Fellowships in the sector. Among the academics who responded, Turner et al. (2013, p.7) found some evidence that obtaining an HEA Fellowship 'led to changes to academic development, learning, teaching or the student experience', but that the changes were modest in nature. As Pro-Vice Chancellor for Teaching and Learning, Thornton (2014) oversaw the implementation of an HEA accredited CPD framework at the University of Huddersfield, which included an evaluation of the impact on practice. The non-representative survey indicated that some academics 'had made some changes to their practice or used the opportunity to reflect on their approaches' (Thornton, 2014, p.234).

Van der Sluis et al.'s study (2016; 2017) at Kingston University used a questionnaire and in-depth interviews. The representative questionnaire with staff actively involved in the recognition scheme confirmed the observations of Turner et al. (2013). A Fellowship application stimulated modest changes to teaching and learning practices. But there was less agreement amongst academic staff in relation to a substantial impact, such as revising modules or programmes of study or stimulating wider departmental or institutional changes. Instead, according to van der Sluis et al. (2017), the recognition scheme raised awareness and reaffirmed the relevance of the UKPSF and professional development related to teaching and learning.

Shaw (2017) and Botham (2017) both confirmed the mixed results for teaching practice. Based on a mixed-methods study carried out at Manchester Metropolitan University using a questionnaire and semi-structured interviews, Botham (2017, p.10) found evidence that the recognition scheme stimulated changes to academics' practices and strengthened individual confidence. Shaw (2017) used in-depth interviews at Leeds Beckett University. Similar to van der Sluis et al. (2017), Shaw (2017) found that the value of applying for recognition was not found in relation to academics' teaching practices, but that the recognition scheme had raised participants' awareness of the HEA, and the wider policy context.

The findings of Shaw (2017) and van der Sluis et al. (2017) are relevant to this study, as they suggest that the value of the HEA Fellowships might not be found in their direct application to practice, but in the opportunity to confirm and reinforce academics'

commitment to teaching and learning. This study will build and expand on these two studies. It aims to investigate in detail how the HEA Fellowships might reinforce academics' affiliation with, and commitment to teaching and learning, by concentrating on academics' identities, as expressed in the second research objective.

2.4.3 What is the influence of the wider context?

Besides exploring the direct relationship between the HEA Fellowships, teaching practices, and the strengthening of the affiliation and commitment of individuals, it is important to consider the wider context, which also plays a crucial role (see Figure 2). As discussed in the previous section, HEIs have various mechanisms in place to stimulate engagement with the HEA Fellowships, and the influence of this has been debated.

Case studies have shown how HEIs have embedded their HEA accredited CPD frameworks (Asghar, 2014; Fung, 2014; Harrison, 2014; Lilly, 2013; Peat, 2015; Platt and Floyd, 2015; Shaw, 2017; Shrives, 2012; Spowart et al., 2019; Thornton, 2014). A few research papers have discussed the influence of these structural factors on individuals. Thornton (2014) reports that a substantial proportion of academics feel forced to engage with the HEA fellowships due to university targets, and as a result might become sceptical about their value for their practice. But, as a result of applying, participants recognised the importance of the UKPSF for the sector, the university, and the students. Similar to Thornton (2014), Spowart et al. (2015; 2019), van der Sluis et al. (2017) and Shaw (2017) found that, for academics, obtaining an HEA Fellowship was set against institutional drivers, agendas and job security. These findings reinforce the importance of capturing the structural setting to understand the influence of the HEA Fellowships, as expressed in the first research objective.

Besides institutional targets, HEA Fellowships have become embedded in policies related to probation and promotion (Moore et al., 2017; Peat, 2015; Pilkington, 2016a, 2018; Thornton, 2014). For many early career academics, engagement with the taught programmes, leading to FHEA, is a requirement for probation (Parsons et al., 2012; Turner et al., 2013). The link between progression and the SFHEA is increasingly common, especially for academics on a teaching contract (Pilkington, 2016a). According to Pilkington (2018, p.5), this is 'exemplified by the significant increase in the number of institutions' [that strategically link] recruitment, career and promotion changes', and an HEA Fellowship. Both van der Sluis et al. (2017) and Botham (2017) suggest that obtaining SFHEA might provide affirmation and confirmation of milestones and career trajectories. This confirms the findings of Nevgi and Löfström (2015) and

Stewart (2014), who suggest that professional development, and the availability of institutional roles and reward mechanisms, might strengthen individuals' affiliations, and lead to career pathways that emphasise education over disciplinary research. The current research on the HEA Fellowships (Botham, 2017; Shaw, 2017; Spowart et al., 2015; Thornton 2014; van der Sluis et al., 2016; 2017) has not explicitly evaluated the influence of institutional probation and promotion policies. However, as van Lankveld et al. (2017, p.335) argue, the incorporation of the HEA Fellowships into 'systems for promotion [would be an] interesting question for future research [as it would] determine whether this would also have a positive impact on teacher identity'. To ensure that the influence of the HEA Fellowships on academics' identities is fully understood, this study will include institutions that allow academics to progress on either research or teaching career pathways that require an HEA Fellowship.

Van der Sluis et al. (2016; 2017) and Shaw (2017) have discussed the mode and focus of the recognition scheme and how it might mediate the outcome for teaching practices. Both question the retrospective orientation and emphasis on reflection as the main mode of professional learning. The focus of the recognition scheme, which is to 'provide evidence of mastering the UKPSF DoP' in order to obtain an HEA Fellowship, might discourage discussion and the development of ongoing practices (van der Sluis et al., 2017, p.3). In contrast, the current study focuses more on academics' identities and less on practice.

Besides structural factors, micro networks - networks of colleagues who collaborate closely - have also been found to influence professional development (see Figure 2) (Roxå and Mårtensson, 2011; 2017). Thornton (2014), Spowart et al. (2015) and Platt and Floyd (2015) have discussed the influence of formal networks - networks of line managers and academic staff. They suggest that academic leadership is pivotal in stimulating engagement with HEA Fellowships, and providing support and resources during the recognition process. Thornton (2014), Spowart et al. (2015) and Platt and Floyd (2015) do not critically explore the possible coercion of academic leadership and how it might limit academics' autonomy and agency over their own professional development (Di Napoli, 2014; Marginson, 2008; Peseta, 2014; Quinn, 2012). Instead, with reference to Billot et al. (2013), Platt and Floyd (2015) emphasise the intricate relationship between academic leaders and academics. Mutual respect and the construction of a relational space were considered essential to direct academic careers towards an HEA Fellowship (Platt and Floyd, 2014). This might not take away concerns that academic leadership could reinforce a top-down approach to professional development and managerial directed engagement (Di Napoli, 2014). But it was

expected that the academics in this study would refer to managerial relationships, and other structural factors that stimulate engagement, which will be captured through the first research objective.

Overall, the emerging literature has focused on the first part of evaluating professional development, and explored its influence on practice (see Figure 2). It has highlighted the structural factors that affect its outcomes. This study expands on the emerging literature, by exploring how the HEA Fellowships might help to strengthen academics' affiliations and commitment, and what it means to be an academic, by concentrating on academics' identities. However, the emerging literature has reinforced that to understand the overall aim, the influence of the wider context needs to be taken into account, as expressed in the first research objective.

This section has completed the contextualisation of the central phenomena of this study. It has provided details about what the HEA Fellowships are and how academics obtain them. It has contextualised why they have become important for the sector and individuals, and what is known about them from the emerging literature. The section has situated why it is important to understand their influence on academics' identities. How academics' identities are understood and conceptualised is the focus of the next section.

2.5 Theoretical frame: What are academic identities and how can we capture changes to them?

The previous sections have outlined what professional development is, and situated how it can be evaluated. They have introduced the HEA Fellowships, provided detail and background, explored what is known about them, and explained why this investigation is important. Throughout these sections it is mentioned that this study is conceptualised by the notion of academics' identities. This section will develop and illustrate how the notion of academic identities provides a theoretical framework for the study, and how the influence of the HEA Fellowships on academics' identities can be captured. The theoretical framework is used to organise and structure the findings and connect them to an established body of literature (Bloomberg and Volpe, 2016; Cohen et al., 2011). This section is central for the research aim, in particular the second research objective (see Figure 2).

The first subsection will situate the concept of *identity* from a theoretical perspective. This will be followed by an outline of how the notion of *academic identities* is defined in

this study. The next subsection will illustrate what academic identities are by exploring research and teaching identities in more detail. To understand how academic identities might change as a result of the HEA Fellowships, the notion of an *academic identity trajectory* will be introduced thereafter. The notion of an academic identity trajectory and its three dimensions (intellectual, network and institutional) will be used as a conceptual tool to capture changes in academics' identities. Investigating academic identity trajectories requires an interpretive approach to research and will provide guidance for the next chapter, which outlines the research design of this study (McAlpine and Åkerlind, 2010).

2.5.1 How are identities conceptualised?

This section will introduce the notion of identities and explores how they are understood from a theoretical perspective, in order to provide the context for the remainder of the chapter.

The notion of identity is broad, incorporating a range of diverse and at times conflicting interpretations. Identity is conceptualised and applied in a range of social sciences including sociology, anthropology, philosophy, psychology, law, linguistics and history, and the heterogeneity and methodological implications cannot be fully acknowledged here (Coulmas, 2019; Coupland, 2007; Elliott, 2005; Jenkins, 2014; Hall, 2004; Stevenson, 2006; Stier, 2001). Moreover, the notion of identities has been conceptualised and criticised through particular lenses, including politics and power, and includes particular discourses, such as normalisation, exclusion, oppression and inequality (Appiah, 1994; Hall, 1996; Hall, 2004; Jenkins, 2014; von Busekist, 2004). In comparison, the use and conceptualisation of identities in this study is functional and applied entirely within the occupational context (Jenkins, 2014).

Interpretations of identity - 'who we are' - or how individuals describe who they are, have evolved in the sociological literature (Coupland, 2007; Elliott, 2005; Hall, 2004; Jenkins, 2014; Youdell, 2014, p.397). Current definitions of identity refer to those individual attributes that persist over time, and those that are assigned externally, as well as those individual affiliations and commitments that are socially constructed and evolve over time (Appiah, 2016; 2018; Bourdieu, 1986; 1988; Coupland, 2007; Giddens, 1991; Hall, 2004; Jenkins, 1992; Jenkins, 2014; Stevenson, 2006). Identities are considered to be a particular set of traits, beliefs, values, affiliations, practices, commitments and allegiances, deriving from social classification and categories such as gender, nationality, ethnicity, age, sexual orientation, appearance, social economic class, role(s), organisation, occupation and profession (Appiah, 2016; 2018; Coulmas,

2019; Hall, 2004; Jenkins, 2014). The identities deriving from these brought classifications and categories are considered multidimensional, intersecting, cross-cutting and inconsistent. The notion is considered plural, and is seen as a configuration of multiple identities. This arrangement of identities is unique for each person and needs to be understood against the backdrop of distinct and contingent individual circumstances and histories. The social situation and circumstances give *salience* to a particular or related set of traits, beliefs, affiliations and commitments. This set of affiliations and commitments gives individuals a consistent, persistent and continuous presence, or mode of being, within a particular social context, over longer or shorter periods of time (Burke and Stets, 2009; Hall, 2004; Jenkins, 2014; Stier, 2001).

The social construction of these identities is considered an active as well as a passive process. Individuals identify themselves, or are identified by others, with particular identities (Hall, 2004; Jenkins, 2014). The acquisition and formation of identities is, according to Jenkins (2014), referring to sociologists such as Bourdieu, Giddens and Archer, a reflective and evolving process. The process is always social, involves ourselves and others, and is a matter of meaning making, involving interaction, (dis)agreement, conversation and negotiation. As such, identities are considered an ontological undertaking by the individual, and are 'understood as a process of 'being' or 'becoming'' (Elliott, 2005; Jenkins, 2014, p.19; McAlpine et al., 2010).

The process is socially constructed but situated within the frame of agency and structure (Bourdieu, 1984; 1988; Archer, 2000; Coupland, 2007; Hall, 1996; Giddens, 1991; Jenkins, 2014). Agency and structure have been deployed by many sociologists to thematise 'the relationship between the enactment of social practices on the one hand and large-scale and historically enduring social phenomena on the other' (Baker, 2004; Cohen, 2006, p.15; Stones, 2007). The notion of agency and structure has been debated, in particular in regard to the interaction between the two (Cohen, 2006; Monnier, 2007). Sociologists such as Giddens (1984) and Archer (2000) have concentrated on the interaction and evolution of agency and structure over time (King, 2010; Loyal, 2003). This study does not focus on how agency and structure might evolve and interact, but uses it as an analytical tool to support the investigation and analysis of the data, in line with the work of Bourdieu. Bourdieu used agency and structure to frame and analyse a social setting, and investigate how individuals enact forms of behaviour and identities, acknowledging the influence of the wider political, cultural and economic environment (Bourdieu, 1984; Cohen, 2006; Grenfell, 2012; Monnier, 2007).

Agency - the capacity of an individual to act within a given environment - is associated with notions of individual freedom, action, creativity and originality, and the possibility of making changes independently in a desired direction. Structure refers to the patterns and arrangements in a given environment that enable or constrain the opportunities available to an individual to develop their identities (Barker, 2004; Cohen, 2006; Jenkins, 2014; Stones, 2007). In this study, agency and structure are used as an analytical frame to analyse and understand how individuals' traits, beliefs, affiliations, commitments and alliances in regard to their academic identities might evolve over time within the academic context (see Figure 3). The frame is not positioned as a metaphorical hierarchy, whereby agency, on top, is seen as more important than structure, at the bottom (Lakoff and Johnson, 1980; 2003). Agency in this study refers to academics' individual considerations and independent actions that influence the outcome of HEA Fellowships for their academics' identities. Structure refers to those external arrangements, in particular institutional promotion policies, resources and time, which might provide and enable, or define, regulate or constrain the opportunities available, and affect the influence of the HEA Fellowships on academics' identities.
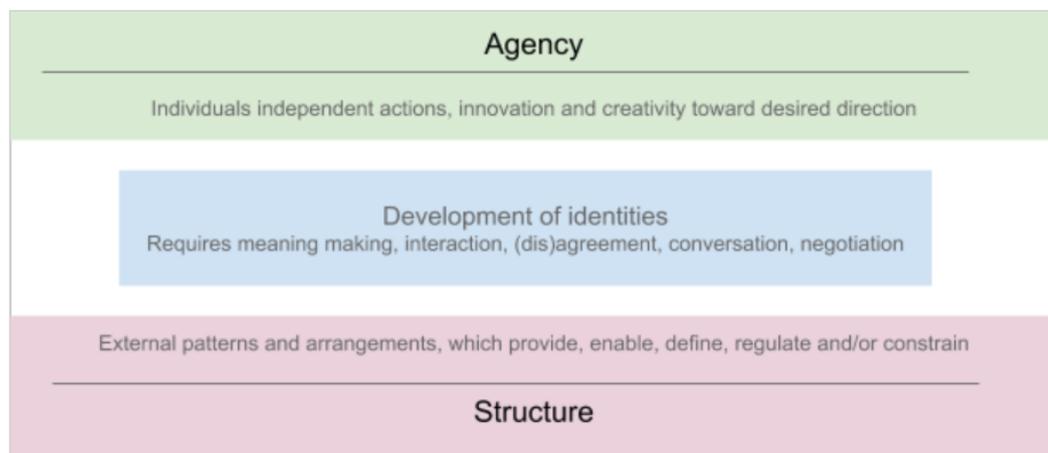
Figure 3: Evolution of identities within the frame of structure and agency

2.5.2 How to define academic identities?

This section will situate the notion of academic identities, while the next subsection will illustrate the two main academic identities considered in this study.

Even situated within the occupational context of HE, different writers have used a variety of definitions for academic identities (Quigley, 2011). This reflects the evolving definition of identities from fixed and predetermined, to socially constructed and evolving over time (Barker, 2004; Cohen, 2006; Stones, 2007; Stier, 2000; Quigley, 2011). As a framework, academic identities have been used to capture and

contextualise individual subjective experiences, commitments, affiliations and values in regard to being an academic, and to understand these in the light of ongoing HE developments at both the national and institutional levels (Archer, 2008; Di Napoli and Barnett, 2008; Becher and Trowler, 2001; Beijaard et al., 2004; Clarke et al., 2013; Fanghanel, 2012; Hall, 2002; Henkel, 2000; 2010; McAlpine and Åkerlind, 2010; Taylor, 1999; 2008).

Academic identities, as will be developed below, derive from academic practice. Practices, roles and memberships have their own discrete 'histories, traditions, myths, values', and are important sources of identification. How academics inhabit their practices, roles and memberships expresses their underpinning values and beliefs, or identities (Clarke et al., 2013; Kogan, 2000, p.210). The definitions in the literature have focused on the continuities deriving from academic cultures that are grounded in disciplinary and professional communities (Becher and Trowler, 2001; Henkel, 2000). However, the landscape of HE is evolving and changing, with increasingly diverse and heterogeneous pathways into, within, and out of the academic profession (Henkel, 2010; Macfarlane, 2011; McInnis, 2010; Strike, 2010; Whitchurch, 2008; 2010; Taylor, 1999). This is reflected in the changes in institutional mechanisms for reward and recognition, such as the HEA Fellowships and the teaching career pathways. Besides success in research and professional practice, learning and teaching, and academic leadership can become sources of identification (Clarke et al., 2013; Henkel, 2010; McInnis, 2010). This has led to a reconsideration of academic identities, which are no longer considered stable entities, but are 'complex, personal, and shaped by contextual factors' (Clarke et al., 2013, p.8). With reference to contemporary reflective interpretations (Bourdieu, 1984; Archer, 2000; Giddens, 1991) definitions of academic identities have begun to reflect this, and are seen as shaped by the individual, who adapts to their evolving academic and professional context (Henkel, 2010; Lopes and Dewan, 2014; Krause, 2009; Macfarlane, 2011; McInnis, 2010; Strike, 2010; Whitchurch, 2008; 2010). Instead of being fixed and predetermined, academic identities are considered to be a continuous process of interpretation (Clarke et al., 2013; Henkel, 2010). Di Napoli and Barnett (2008, p.6) defined academic identities as a 'process of construction, deconstruction and reconstruction' situated in a context of a continuously evolving and complex HE environment. This study considers the construction of academic identities as a continuous process. It aims to provide an insight into the influence of the HEA Fellowships by exploring the processes of interpretation and negotiation of existing academic identities.

Before exploring research and teaching identities in-depth in the next section it is important to state that academic identities as a conceptual framework is debated. It is considered useful in the context of this study to capture how academics perceive, interpret, and give meaning to the HEA Fellowships in relation to their teaching and research commitments and affiliations. However, the notion of academic identities is not considered a stable concept. It is subject to continuous interpretation, and criticised for having blurred boundaries with other social, psychological, cultural, and historic aspects of individual lives. The concept is critiqued for being confusing and overlapping with related notions and positions such as role, self and subjectivity. Therefore, the multifaceted aspects of academic identities and its relations requires clarification and context to be utilised as a conceptual framework, as will be outlined below (Beijaard et al., 2004; Clarke et al., 2013; Hall, 2014).

2.5.3   What are academic identities? Research and teaching identities

This section will illustrate two academic identities and their configuration in more detail.

The seminal literature by Becher and Trowler (2001) and Henkel (2000) differentiates between research and teaching identities, which are generally acknowledged to be the two main domains of academic practice (Clarke et al., 2013; Skelton, 2012; Taylor, 1999). Research and teaching are illustrated below as distinct identities, since the HEA Fellowships have been developed to raise the profile and recognition of teaching in relation to research. But it needs to be acknowledged that the separations between research and teaching identities are contested, and are considered integrative. Moreover, considering the diversity of the academic profession, settings and related practice, a wider set of academic identities could include, for instance: professional, administration, service, management, leadership, enterprise, and academic development identities (see Figure 4) (Becher and Trowler, 2001; Blair, 2018; Fanghanel, 2012; Hall, 2002; Handel, 2008; Henkel, 2000; Krause, 2009; McAlpine and Åkerlind, 2010).
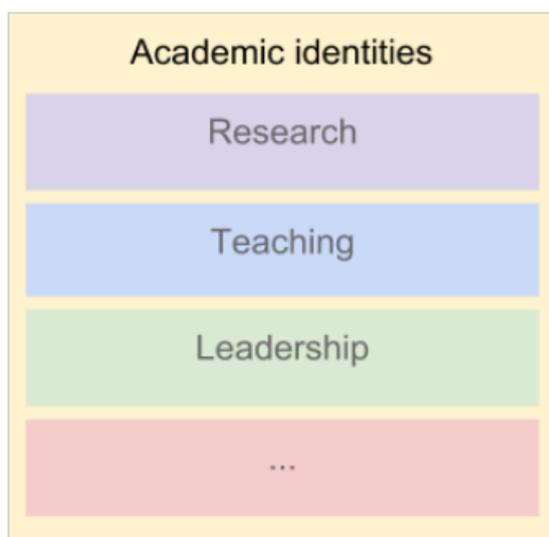
Figure 4: A configuration of academic identities

Reference to academic practice, or the ways in which academics approach and inhabit their roles, responsibilities and expectations, and derive value from them is central to the descriptions of academic identities (Clarke et al., 2013; Kogan, 2000; Fanghanel, 2009; McAlpine and Åkerlind, 2010). The term practice represents more than the role, tasks and responsibilities that are conveyed in, for instance, the job descriptions or titles that an individual academic holds (McAlpine and Åkerlind, 2010; Taylor, 1999). Academic practice 'brings into play the underlying, sometimes implicit, purpose(s) that motivate us to be academics and through which it is possible to integrate an array of multifaceted duties, responsibilities, skills and knowledge into a coherent sense of academic identity' (McAlpine and Åkerlind, 2010, p.3). Individual perspectives and interpretations of what it means to be an academic are socially constructed, and influenced and validated externally by institutions, the community that conveys a sense of belonging, and the initial professional development that provided a foundation, which will be illustrated in this section (McAlpine and Åkerlind, 2010; McAlpine, 2012a).

One of the key distinctive features of academics working in HE is disciplinary research and professional practice (Becher and Trowler, 2001; Brew and Boud, 2009; Krause, 2009; Henkel, 2000; Taylor, 1999; 2008). Based on national and international interviews, Becher and Trowler (2001) and Henkel (2000) found that academics described themselves primarily as individual scholars, which was expressed by a prolonged engagement with their subject, discipline or professional practice. According to Henkel (2010, p.19), the discipline 'provides a physical structure and a set of accredited, collective functions, through which academics consolidate and refine their disciplinary identities' (Henkel, 2010, p.19). The disciplinary research or professional practice identities are the most salient among academic identities. In this study the

salient identity is the academic identity that academics feel most affiliated with and committed to (McAlpine and Åkerlind, 2010). The salience of the discipline is confirmed internally as well as externally. Internally, it represents academics' intellectual interest and affiliation. They enjoy, for instance, the freedom to pursue areas of interest, the intellectual activity of inquiry, and the autonomy and flexibility to organise their work (see 2.5.4) (Brew and Boud, 2009; Henkel, 2000; McAlpine and Åkerlind, 2010). Externally, academics' scholarly expertise is recognised, validated and rewarded within a close-knit group or tribe that is cosmopolitan in outlook. Reputation and recognition derive from excellence and originality in terms of scholarly or research outputs, which are validated within disciplinary networks (Åkerlind, 2010; Becher and Trowler, 2001; Hall, 2002; Henkel, 2000; Kogan, 2000).

The salience of the discipline for the configuration of academic identities is grounded in one of the main forms of professional development. Doctoral education is perceived as foundational for becoming an academic, but needs to be considered alongside other, increasingly diverse routes into the profession (Austin, 2010; Brew et al., 2011; Clark, 1992; Henkel, 2000; Kehm, 2007; McAlpine and Åkerlind, 2010; Rice et al., 2000; Wisker et al., 2011). Varying in terms of its structure, focus and guidance, and with considerable disciplinary differences, doctoral education is experienced as a significant 'rite of passage', providing the intellectual grounding and socialisation for becoming an academic (Clark, 1992; Henkel, 2010; Wisker et al., 2011, p.16). Intellectually, doctoral education introduces the individual to the theories and ways of knowing within their discipline, subject or professional practice. Through opportunities to engage with, and participate in disciplinary networks, doctoral students become socialised, and over time this provides a sense of belonging within the disciplinary community (Henkel, 2000; McAlpine and Åkerlind, 2010; Wisker et al., 2011). Identity formation through doctoral education is profound, transformative and irreversible, and is perceived as significant for becoming and being an academic (Henkel, 2000; Wisker et al., 2011). Based on the literature, it was expected for this study that while exploring the influence of the HEA Fellowships, strong associations with the discipline and professional practice would be found. Therefore, the focus of this study is on exploring the influence of the HEA Fellowships on teaching and research identities.

The institution and its local networks, such as the school, faculty and department, provide the social space for the development of other academic identities (Åkerlind and McAlpine, 2010; Hall, 2002; Henkel, 2000; Kogan, 2000). Nevertheless, the importance of the discipline is reinforced by the institutions. Scholarly and research outputs are, to a significant extent, the basis for institutional reward and recognition, and this is

reflected in financial security, appointments, professorial titles, and opportunities for career progression (Åkerlind and McAlpine, 2010; Becher and Trowler, 2001; Boyer, 1990; Clarke et al., 2013; Lock, 2014a; Strike, 2010). However, as discussed above, institutional reward and recognition have shifted. This study aims to find out how the HEA Fellowships and related institutional mechanisms for probation and promotion might have shifted the configuration of academic identities.

Although there is considerable variation, teaching and learning are a substantial part of academic practice (Becher and Trowler, 2001; Hall, 2002; Henkel, 2000). For many academics the interaction with students as a result of role related activities such as lecturing, tutorials, and lab demonstrations is an important source of satisfaction. Social engagement with students and observing their development and achievements through, for instance, supervision, collaboration, advice and guidance, and pastoral care, is, for many academics, a source of personal fulfilment and gratification (Becher and Trowler, 2001; Hall, 2002; Henkel, 2000). This aspect of teaching identities is often expressed in moral terms. According to Henkel (2000, p.210) and Macfarlane (2004; 2016), academics hold strong ideological views about education, and, for instance, feel privileged in 'conveying their understanding to students', and contributing to the next generation of researchers and professionals. It was expected that this exploration would find expressions of these values while investigating how academics' affiliations and commitment might change as a result of the HEA Fellowships.

In terms of professional development, the taught programmes provide an introduction to learning and teaching in HE, have become a well-established provision, and are often mandatory for early career academics (Bostock and Baume, 2016; Beaty, 2006). Although not equivalent to doctoral education in terms of time, resources and personal investment, the taught programmes provide the tools and confidence needed for teaching and learning (Fanghanel, 2012; Parsons et al., 2012; Prebble et al., 2004). The foundational training in some cases leads, over time, to new identity trajectories, whereby academics prioritise their teaching over their research identities, by taking on leading roles in education within their faculties, departments or schools (Nevgi and Löfström, 2015; Skelton, 2012; Stewart, 2014). This remains unexplored in the context of the recognition schemes leading to an HEA Fellowship, and is a focus of this study.

The taught programmes also offer a first introduction to the Scholarship of Teaching and Learning (SoTL). The SoTL is more heterogeneous in terms of outputs, and generally less recognised by institutions as an area of inquiry that could result in promotion and progression, but it provides opportunities for academics to document

their intellectual involvement and methods of inquiry to enhance learning and teaching (Bennett et al., 2016; Boyer, 1990; Glassick et al., 1997; Huber and Hutchings, 2005; Shulman, 2012; Simmons et al., 2013). Academics involved in teaching and learning, in particular those on teaching career pathways, have begun to associate themselves, or are expected to engage, with the SoTL. However, it is currently not well understood how the SoTL might contribute to the shaping of teaching identities, how it relates to disciplinary research, or how the HEA Fellowships might stimulate this field of inquiry (Bennett et al., 2016; Galloway and Jones, 2012; Geertsema, 2016; Simmons et al., 2013).

This section has provided details regarding what might constitute research and teaching identities, which arguably, are presented here as two separate and possibly divergent identities and pathways. Research and teaching identities are perceived by most academics as interconnected, and the arrangement of the two provides a coherent sense of academic identity (Becher and Trowler, 2001; Clarke et al., 2013; Hall, 2002; Henkel, 2000; McAlpine and Åkerlind, 2010). As such, going forward, besides concentrating on how affiliation with, and commitment to a particular identity might become reinterpreted as a result of the HEA Fellowships, it is important to explore how the two academic identities intersect and connect, which will be done under the aegis of the second research objective.

2.5.4 How can we capture changes in academic identities? Academic identity trajectory

This section will explore how changes in academic identities can be captured and made visible.

The second research objective of this study relates to the investigation of academics' present academic identities and how they might have changed as a result of the HEA Fellowships. Therefore, this study will investigate how academic identities change over a period of time, which will be done with the help of the notion of academic identity trajectories. To understand and investigate how identities evolve over time, and how academics negotiate their ambitions in relation to the social structure, McAlpine and associates developed the notion of an *identity trajectory* (McAlpine, 2012a; 2012b; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016; McAlpine et al., 2014). Investigating identity trajectories involves an interpretive research approach, which has been used to investigate, describe and understand how doctoral students and early career academics develop, negotiate, and evaluate their identities in the light of their desired and possible (career) directions (Brew et al., 2017b; Hancock et al., 2016;

Gardner and Willey, 2016; McAlpine, 2012a; 2012b; McAlpine and Åkerlind, 2010). The work by McAlpine and Åkerlind (2010) and McAlpine and Amundsen (2016) concentrates on doctoral students and early career academics. They focus on identities more broadly to understand directions into, as well as out of the academic profession. In this study, the scope is narrower, concentrating on identities in the academic context, and a different target group of senior academics, to capture the influence of the HEA Fellowships and promotion and progression policies. The term *academic* identity trajectory will be used from here onwards to make the distinction.

The notion of an academic *identity* trajectory encompasses academics' *career* trajectories. Paying attention to how academics have shaped and interpreted their career progression over time is an important aspect of a narrative approach. But the notion of a trajectory represents more than jobs, appointments or titles; rather, it aims to bring into view the underlying, often implicit commitments, alliances, purposes and values that motivate academics (Åkerlind and McAlpine, 2010). Academic job titles, milestones, accolades and responsibilities represent how academics have shaped their salient and desired trajectories, as well as the detours and pragmatic decisions made in the light of the constraints arising from structural arrangements and other contingencies (McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016). By paying attention to *past-present*, and desired *future* alliances, beliefs, affiliations and commitments, the process of negotiation and reconstruction of a particular (set) of identities that shape professional trajectories comes into view (Hancock et al., 2016; McAlpine, 2012b). An affiliation with and a commitment to a particular academic identity is considered to evolve through time, which can be illustrated with a diagrammatic representation (see Figure 5). A trajectory, according to McAlpine et al. (2010, p.129) 'emerges through and is embodied in cumulative day-to-day experiences of varied and complex intentions, actions and interactions with others that may include setbacks as well as unexpected detours and opportunities'. To understand the influence of the HEA Fellowships on academics' identities, the notion of an academic identity trajectory will be used. By using an interpretive approach to research, which pays attention to academics' past-present and desired future directions, the influence of the HEA Fellowships on academics' identities will become visible and understandable.
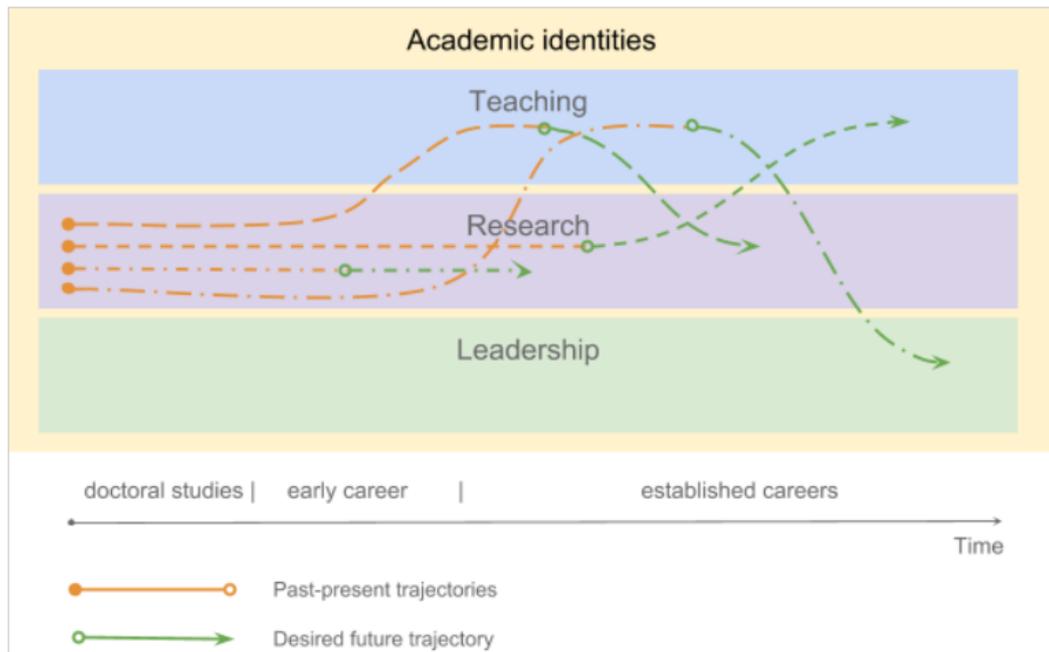
Figure 5: An example of how different academic identity trajectories might evolve over time

The development of academic identity trajectories is analysed through 'three distinct strands of experiences', or the *intellectual*, *networking* and *institutional* dimensions (McAlpine et al., 2010, p.139). The three dimensions are set within the frame of agency and structure (see Figure 6) (McAlpine et al., 2010; McAlpine et al., 2014; McAlpine and Amundsen, 2016). The dimensions emphasise individual's agency and freedom in relation to their academic practice, but as set within the institutional setting and often complex conditions that enable, as well as steer academics in certain directions (Brew et al., 2017b; McAlpine, 2012b; McAlpine et al., 2010; McAlpine et al., 2014).

The intellectual strand represents individual opportunities to develop and become affiliated with a field of interest and inquiry. It concentrates on the affiliations that individuals have intellectually with, for instance, disciplinary research or professional practice, and the contributions they have made, are making, or wish to make, through research and scholarship. Affiliations with, and desired futures in research and teaching will influence academics' motivations and intentions in regard to scholarly and research activities (McAlpine and Amundsen, 2016; McAlpine et al., 2010). The networking strand situates the opportunities for individuals to engage in local, national and international networks. These networks might be international and discipline focused, or local within schools, departments, and institutions. The network strand might develop due to circumstances, or be developed intentionally, but in both cases it is 'essential in establishing the intellectual location for personal contributions' (McAlpine and Amundsen, 2016; McAlpine et al., 2010, p.142). The institutional strand represents

the availability of resources, such as jobs, income, roles, responsibilities, funding for conferences, time for teaching, scholarship, career advancement and career development. The institutional strand requires particular attention, as it is determinative in regard to the other two: the 'institutional resources can support or constrain an individual's networking and intellectual strand' (McAlpine and Amundsen, 2016; McAlpine et al., 2010, p.143).
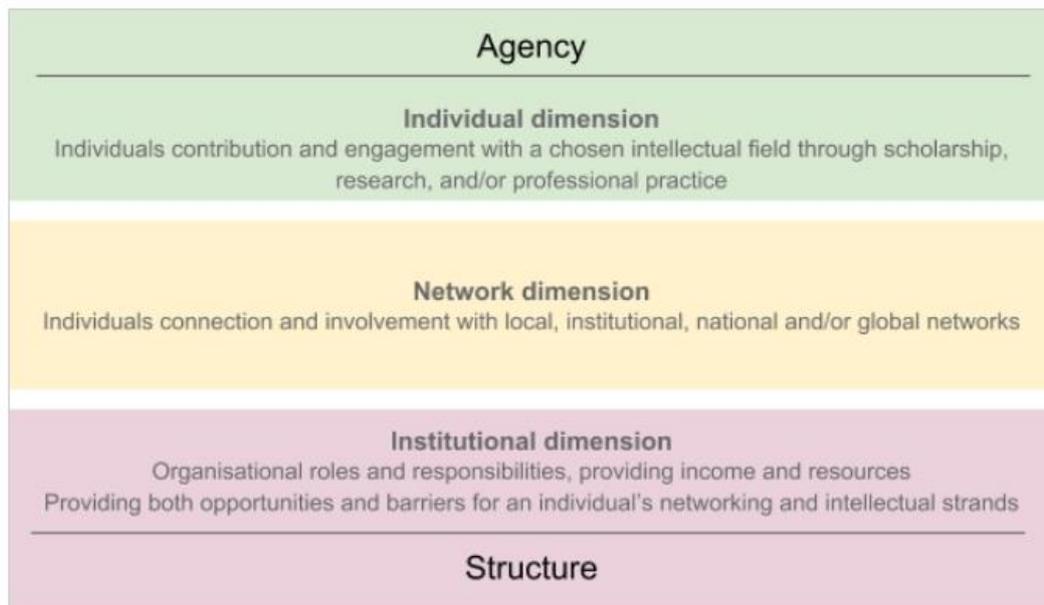
Figure 6: Academic identity trajectory dimensions

This section has presented an analytical tool regarding how changes in academic identities can be captured. The notion of an academic identity trajectory and its three dimensions (intellectual, networking and institutional) will be used to guide this study. The HEA Fellowships and the related institutional mechanisms for probation and progression might provide 'opportunity structures' that enable a reframing of past, present and future directions, and lead to a renegotiation of previous research and teaching identities (McAlpine, 2012b, p.39). The three dimensions will help to bring into view those experiences and elements in the individual narratives that might have been affected by the HEA Fellowships and the institutional structures. Academic identity trajectories will help to understand how academics might reformulate their affiliations and commitments in alignment with their desired direction, as a result of the HEA Fellowships.

2.6 Conclusion and research aim

This section will summarise the main arguments outlined in this chapter and formulate the research aim and objectives of this study.

The HEA Fellowships have become important for individual academics, and the number of fellows has seen considerable growth in recent years. A Fellowship is obtained through professional development that leads to HEA recognition. Currently almost all HEIs in the UK support their staff through an HEA accredited CPD framework (Pilkington, 2016a). Individual and institutional attention need to be understood against the changing HE policy landscape. These national policies have led to considerable changes in the funding of HE, and have increasingly stimulated marketisation and competition, but have also emphasised the importance of teaching and learning. The policies have prompted HEIs to recognise and reward teaching on an 'equal footing alongside research' (Cashmore et al., 2013, p.4.; Skelton, 2012). To ensure favourable presentation in the league tables, and strengthen their reputation for teaching and learning, HEIs have reinforced the importance of HEA Fellowships for individual academics through institutional mechanisms, in particular through their alignment with probation and promotion (Peat, 2014; Pilkington, 2016a; 2018).

The emerging literature investigating the HEA Fellowships has concentrated on their influence on practice, and how institutions can embed and support their uptake. This study provides an original contribution by considering the relationship between the HEA Fellowships and changes in institutional rewards and recognition, in particular probation and promotion policies. The influence of these changes is currently not well understood (Locke, 2014a). This study aims to explore how the HEA Fellowships might affect academics' commitment to, and affiliation with teaching and research, and how they might promote new prospects and opportunities to shape and develop what it means to be an academic (Cashmore et al., 2013; Locke, 2014a; Locke et al., 2016).

As such, the aim of this study is to explore the influence of HEA Fellowships on academics' identities. The outcomes of this study will be of interest to those involved in academic development, career development and planning, and those who want to secure the attractiveness and potential of the profession in the future (Cashmore et al., 2013; Locke, 2014a; Locke et al., 2016).

Understanding the influence of the HEA Fellowships on academics' identities requires paying attention to the wider context (see Figure 2). The influence of professional development leading to an HEA Fellowship on academics' identities cannot be understood without considering the structural, or the institutional and wider context that stimulates engagement. To ensure that the wider context is taken into account, the research aim of this study comprises two research objectives (White, 2009).

Research objectives

The first research objective is to contextualise the influence of the HEA Fellowships by exploring the structural setting. The first objective is: *to contextualise the institutional circumstances that mediate and stimulate engagement with the HEA accredited professional development.* This will provide the context for the second research objective.

The second objective is: *to explore the influence of the HEA Fellowships on academic identities.* This will be supported by using academic identity trajectories and their three dimensions.

A few methodological considerations have also been identified for this contextual and exploratory study that will be important for the next chapter (Ritchie and Ormston, 2014). To support the research aim, a comparison between two HEIs that allow academics to progress on a teaching pathway for which an HEA Fellowship is a requirement, but have different reputations for research and teaching, will be made. This will bring into view the influence of the structural setting and support the transferability of the results. To explore the second research objective, this study will concentrate on senior academics who have obtained SFHEA recognition, supplemented with a sample of FHEAs. This is because senior academics' identity trajectories are considered richer in their development, and as result the influence of the HEA Fellowships will come more fully into view (Austin, 2010, McAlpine et al., 2010). To understand the influence of the HEA Fellowships on academics' identities, academic identity trajectories and their dimensions will be explored (McAlpine et al., 2010). In this study, academic identity trajectories were investigated using an interpretive approach to research, which was used to guide the data collection and analysis methods, as will be discussed in the next chapter (McAlpine et al., 2010; McAlpine and Amundsen, 2016).

3 Methodology

3.1 Introduction

The previous chapter has developed the background, context and relevance of this study. This chapter will outline the considerations given to the research approach and design, and the data collection and analysis methods used in this study to answer the research objectives (Creswell, 2013; Savin-Baden and Major, 2013).

The chapter will start by outlining why the interpretive paradigm was considered the most appropriate approach for this contextual and exploratory study. The interpretive paradigm guided the research design. The next sections will outline the use and application of in-depth interviews as the data collection method, and the consideration given to research ethics. This is followed by a discussion of why and how thematic data analysis, supplemented by participants' vignettes, was used to analyse the data (Cohen et al., 2011; Ritchie and Ormston, 2014; Savin-Baden and Major, 2013).

3.2 Why use an interpretive approach to the research?

Major studies investigating academic identities such as those by Becher and Trowler (2001), Henkel (2000), McAlpine and Åkerlind (2010) and McAlpine and Amundsen (2016) have used an interpretive approach to their research with in-depth interviews as the preferred method of data collection. This section outlines why an interpretive approach is preferred to investigate academic identities. It will be argued that considering the research aim, which emphasises the exploration and contextualisation of experiences, perceptions and given meaning, an interpretive inquiry and qualitative research approach was considered most appropriate (Creswell, 2013; Ritchie and Ormston, 2014).

The choice of a methodological approach to the research and the presentation of the underpinning assumptions relates to an ongoing debate between two distinct research paradigms in the social sciences (Bryman, 2015; Creswell, 2007; Hammersley, 2012; Pring, 2004; Savin-Baden and Major, 2013; Scott and Usher, 2011). An argument for a particular approach to research has various implications. These include: ontological and epistemological considerations; the research methodology and methods; and, the criteria used to assess the research process and findings, such as trustworthiness (Bryman, 2015; Flick, 2014, Savin-Baden and Major, 2013). Each of these key terms requires a brief definition and clarification before going forward.

A research paradigm is a distinct conceptual or philosophical framework that constitutes a set of ontological and epistemological assumptions. These assumptions underpin and guide the approach to research, the methodologies and methods used to investigate a phenomenon, and how our understanding of it is legitimated (Donmoyer, 2008; Savin-Baden and Major, 2013). Ontology is the philosophical consideration of being and coming into existence. Phrased differently, it concerns the form and nature of social reality, and our relationship with it (Noonan, 2008; Ormston et al., 2014). Epistemology concerns the theory of knowledge, or the origin and foundation of our knowledge about the social world. Phrased differently, epistemology is concerned with how we come to know (e.g. the methodology and methods used), and the validity and scope of what we know (e.g. its limitations and justification) (Ormston et al., 2014; Pring, 2004; Stone, 2008). Research methodologies consist of the assumptions, principles, rules and methods that researchers deploy to investigate and analyse a phenomenon, and how they justify their findings in terms of trustworthiness (Savin-Baden and Major, 2013; Schensul, 2008). Research methods refer to the steps, processes and techniques of data collection and analysis (Savin-Baden and Major, 2013; Schensul, 2008).

Interpretivism is regarded as an alternative to the positivist paradigm to investigate the social world, and is considered an integral part of a qualitative research approach (Bryman, 2015; Cohen et al., 2011; Creswell, 2013; Ormston et al., 2014; Savin-Baden and Major, 2013; Waring, 2017). Interpretivism is an epistemological position, according to Scott and Usher (2011, p.29), that 'takes everyday experience and ordinary life as its subject matter and asks how meaning is constructed and social interaction is negotiated in social practices'. Interpretivism is grounded in traditions including: phenomenology, hermeneutics, symbolic interactionism and ethnography (Bryman, 2015; Cohen et al., 2011; Erickson, 2011; Pring, 2004; Scott and Usher, 2011; Waring, 2017). Rather than a quantitative focus, exploring cause and effect, the interpretive paradigm, according to Cohen et al. (2011), aims to provide an understanding of participants' interpretation, negotiation and meaning making. Besides shared interpretivism, individual perspectives are often included to acknowledge that interpretations of particular phenomena, in this case HEA Fellowships, can be rich and diverse and ongoing (Berg, 2004; Cohen et al., 2011; Creswell, 2013;, 2011; Flick, 2014; Gorton, 2010; Ormston et al., 2014; Savin-Baden and Major, 2013; Waring, 2017). Considering the research objectives, which are to explore and contextualise how academics perceive and attach meaning to the HEA Fellowships in relation to their academic identities, the interpretive paradigm was seen as most appropriate.

Ontologically speaking, reality within the interpretive paradigm is considered to be socially constructed, rather than objective, as in a positivist paradigm (Bryman, 2015, Cohen et al., 2011; Oliver, 2010; Pring, 2004; Scott and Usher, 2011). An interpretivist perspective, using a qualitative research approach, aims to capture the purpose and intentions that participants assign to their actions and interactions with others as well as the wider social and material circumstances, structures and histories. Hereby it is acknowledged that meaning derives from participants' experiences and interpretations but, rather than being stable, it is constructed, processual, temporal and unfinished. (Bhattacharya, 2008; Cohen et al., 2011; Harrison, 2014; Ormston et al., 2014; Smith, 2008). The interpretive paradigm has been used by many of the authors cited in the literature review who have explored the influence of the evolving HE landscape on academic identities (Becher and Trowler, 2001; Henkel, 2000; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016). The research aim of this study is aligned with an interpretive approach and with other investigations on academic identities. The research objectives are to explore the meanings, perceptions and values that the participants attached to the HEA Fellowships for their academic identities, as well as to contextualise the influence of the structural setting. For this reason, an interpretive approach to the research was taken in this study (Cohen et al., 2011; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016; Trowler, 2008).

Both quantitative and qualitative research approaches are considered as fields of inquiry in their own right, and they use different criteria to evaluate the quality of the research process and the findings (Bryman, 2015; Cohen et al., 2011; Denzin and Lincoln, 2011; Savin-Baden and Major, 2013). The nomothetic focus of quantitative research emphasises reliability and validity to provide a justification for the findings (Cohen et al., 2011). Qualitative inquiries emphasise a rich description of the findings and their contexts, and use trustworthiness as the central concept to evaluate the quality of the research findings (Denzin and Lincoln, 2011; Given and Saumure, 2008; Korstjens and Moser, 2018). Trustworthiness includes criteria such as credibility, confirmability, dependability and transferability. These terms are used to evaluate the strength of the findings. In brief, credibility refers to the richness and accuracy of the findings in relation to, for instance, the wider literature. Confirmability is concerned with the interpretation of the findings, or whether the claims made are substantiated by the data. Dependability is concerned with the procedures and research instruments used, and whether data collection under similar conditions would lead to comparable results. Lastly, transferability refers to the degree to which the research findings can be applied to other contexts (Given and Saumure, 2008; Korstjens and Moser, 2018; Shenton, 2004).

Because a qualitative approach to the research was taken, from here onwards trustworthiness will be a central concept to discuss, evaluate and defend the findings (Cohen et al., 2011; Korstjens and Moser, 2018). In the conclusion, section 5.4 will summarise how trustworthiness was addressed in this study.

Before providing the rationale and utilisation of the data collection and analysing methods used, it needs to be acknowledged that qualitative research is not without its limitations. Appraised for its strength to obtain a detailed insights in often complex social issues and settings, concerns have been raised regarding the stability, trustworthiness and transferability of the findings due to data collection, and analysing methods used, and the possible researcher positionality (Bryman, 2015; Creswell, 2007). Although the limitations of qualitative methodologies cannot fully discussed here, to mitigate concerns, enhance the credibility of the findings and offer transparency in the research process, a detailed insight in the data collection and analysis methods is offered in the sections below (Bryman, 2015; Savin-Baden and Major, 2013). In terms of positionality it needs to be acknowledged that the researcher of this study has previous experience undertaking quantitative and qualitative research in collaboration with others, but this investigation is his first fully independent contribution (Korstjens and Moser, 2018). Moreover, as a senior lecturer, who leads and teaches on the introduction programmes, the influence of the HEA Fellowships for individual academics is at the centre of this investigation. Researchers in other roles and subsequent levels of influence might choose to have a different professional focus and for instance evaluate the relationships and position of academic developers or leaders within institutions as result of the HEA Fellowships (Land, 2001; Macdonald, 2009).

3.3 How was the data collected?

The previous section outlined the appropriateness of the interpretive paradigm to guide the qualitative research design. This section will outline why and how the data was collected using in-depth interviews. The next section will outline the considerations given to the sample, the use of gatekeepers, the recruitment of the participants, the inclusion of a pilot, and the ethical considerations. Lastly it will outline how the research process was supported with a research journal, which was used throughout the data collection and analyses.

3.3.1 Why in-depth interviews?

The rationale for a qualitative data collection method, according to Lewis and Nicholls (2014), depends on the research requirements. Studies that aim to contextualise and explore, using an interpretive framework, adopt methodologies that wish to understand how participants have experienced and give meaning to a social phenomenon. Qualitative methods comprise a range of data collection methods, among which in-depth interviews are considered one of the most appropriate, versatile and common (Brinkmann, 2017; Cook, 2008; Elliott, 2005; King and Horrocks, 2010; Lewis and Nicholls, 2014; Mason, 2002; Savin-Baden and Major, 2013; Seidman, 2013; Silverman, 2013). This is reflected in the literature on academic identities, in which the explorations and descriptions derive from in-depth interviews (Becher and Trowler, 2001; Henkel, 2000; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016). To operationalise the research aims, in-depth interviews were considered most appropriate for this contextual and exploratory study, and aligned with the interpretive paradigm chosen (Cohen et al., 2011; Ritchie and Ormston, 2014).

Cook (2008, p.422) defines in-depth interviews as a dialogue, building on a natural conversation, where 'participants are encouraged and promoted to talk in depth about a topic under investigation', resulting in a narrative that can be further analysed. Similar to Cook (2008), Kvale and Brinkmann (2009) define interviews as a conversation based on daily life and professional use, but emphasise the interaction, exchange and knowledge construction between the interviewer and the interviewee. The conversational style of an interview has a purpose and direction, which is to explore a particular phenomenon in-depth from the perspective of the interviewee, in a way that is relevant for the researcher (Cook, 2008; Kvale and Brinkmann, 2009; Yeo et al., 2014).

To develop the in-depth interview method as a qualitative research methodology, a comparison with the ubiquitous use of the method for other purposes helps to clarify its characteristics (Brinkmann, 2017; King and Horrocks, 2010; Kvale and Brinkmann, 2009). Interviews are, for instance, commonplace in political and celebrity journalism, and job recruitment. Interviews in these contexts have particular dynamics in terms of the aims, questioning, relationship, and consequences. For instance, reporter interviews aim to interrogate, confront or be deferential, to persuade the interviewees to make revealing statements and disclose experiences for media visibility. Job interviews seek to explore the strengths and weaknesses of potential candidates and have consequences for the interviewee in terms of future employment (King and Horrocks, 2010; Kvale and Brinkmann, 2009). Interviews for qualitative research, by contrast, are

flexible and open-ended in style; they aim to promote an in-depth conversation about the topic under investigation. They allow the interviewees to develop a narrative in which the topic is explored and elaborated. To maintain a focus on interviewees' personal experiences and interpretations of a particular phenomenon, they use open-ended questions, and may include probing and prompting. In-depth interviews can offer confidentiality and anonymity during dissemination, and a balanced relationship is sought between the interviewer and the interviewee. This allows for the development of original answers, without determination of the responses given (Cook, 2008; King and Horrocks, 2010; Mason, 2002; Yeo et al., 2014).

The strength of in-depth interviews in terms of developing a narrative in which experiences, perceptions and given meaning are explored, and the influence of the structural elements captured, make this the preferred data collection method to investigate academic identities (Henkel, 2000; McAlpine and Amundsen, 2016). To develop this, a further contrast is relevant. As a flexible method, interviews are used for qualitative as well as quantitative purposes. In terms of quantitative research purposes, interviews are used to obtain comparable information using a sequence of - usually - closed-ended questions. These interviews tend to use categories and constructs that are predefined by the researcher. They require a particular sampling strategy, and large numbers of subjects for statistical data analysis, in order to test a hypothesis or establish a relationship (Bryman, 2015; Edwards and Holland, 2013). In-depth interviews within an interpretive paradigm acknowledge that the data collected is socially constructed within an intentional interactional exchange of dialogue, and that the findings emerge from the data and theoretical framing (Cook, 2008; Kvale and Brinkmann, 2009; Yeo et al., 2014). For in-depth interviews relevant participants are selected; they follow a thematic or topic-centred approach with open-ended questions, and use a flexible, often semi-structured interview guide. The perspective of in-depth interviews is idiographic; they aim to obtain rich, in-depth and detailed responses, while paying attention to the wider context or setting of the interviewee. The aim is not to obtain comparative and standardised answers, but to capture narratives in which the variety of participants' experiences, responses, opinions, attitudes, beliefs, meanings and motivations, as well as their context, in relation to a particular phenomenon, are developed. Hereby it is acknowledged that the interpretations and given meanings are formulated and constructed by the participants at the time of the interview but that these can be temporal, unfinished and ongoing (Bryman, 2015; Clair and Wasserman, 2007; Cohen et al., 2011; Edwards and Holland, 2013; Kvale and Brinkmann, 2009; Savin-Baden and Major, 2013). Because of their strength in capturing participants' experiences, motivations and given meanings as well as the contextual and structural

setting that might influence these, in-depth interviews were considered the most appropriate data collection method to explore the HEA Fellowships and contextualise academic identities within the professional setting (Becher and Trowler, 2001; Henkel, 2000; Knight and Saunders, 1999; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016).

Besides the strengths outlined above, in-depth interviews have methodological consequences for the nature and interpretation of the data collected, and the criteria against which the research findings are evaluated (Bryman, 2015; Cohen et al., 2011; Cook, 2008; Creswell, 2013; Edwards and Holland, 2013; Lewis and Nicholls, 2014; Seidman, 2013). In particular, from a positivist paradigm, questions have been raised about the stability, reliability, validity and subjectivity of interview data (Cohen et al., 2011; Cook, 2008; Kvale and Brinkmann, 2009; King and Horrocks, 2010; Yeo et al., 2014). As Qu and Dumay (2011, p.260) argue, the criticisms stem from a positivist research position and underplay the methodological strengths, as outlined above. In-depth interviews are an 'effective way of exploring the ways in which participants experience and construct their lives', which remain elusive using a quantitative approach (Creswell and Miller, 2000; Clair and Wasserman, 2007, Yeo et al., 2014, p.182). Nevertheless, consideration was given to enhancing the trustworthiness of the in-depth interviews throughout the data collection and analysis phases, as will be highlighted in the sections below.

3.3.2 How was the sample selected?

The sample, according to Morgan (2008a, p.797), is 'the set of actual data sources' that are drawn from a larger population'. Selecting a sample within an interpretive research approach depends on a range of characteristics or criteria including: the research aim and the research method, which is reflected in a range of available sampling strategies (Bryman, 2015; Cohen et al., 2011; Flick, 2014; Morgan, 2008a). To ensure that in-depth interviews contribute to a rich, relevant and comprehensive insight into the research aims, it is important to select participants that have a relationship with the phenomenon under investigation (Lewis and Nicholls, 2014; Morgan, 2008b; Seidman, 2013). To understand the complexities, issues and contextual influences, it is important to select a sample that will ensure that the phenomenon is investigated from sufficiently diverse viewpoints, to strengthen the credibility of the findings (Bryman, 2015; King and Horrocks, 2010; Morgan, 2008b). The relationship of the participants with the phenomenon under investigation, and ensuring sufficient variation within the sample are the two leading principles for the selection of the sample.

A common sampling strategy for qualitative research that supports depth as well as variation is purposive based sampling. Here the sample units are identified because they have particular characteristics or features that will enable a detailed exploration and relevant understanding of the phenomena under investigation (Cohen et al., 2011; Flick, 2014; Ritchie et al., 2014; Seidman, 2013). To address the research question in this study, the main selection criteria for the participants was that they had to be academic members of staff, with teaching and research obligations, and a relevant understanding and experience of the HEA Fellowships. This was ensured by including academic staff who had been through the application process and obtained FHEA or SFHEA recognition. To support the transferability of the findings, care was taken to establish a degree of representation, by including participants from a range of subjects and disciplines, which have been summarised for confidentiality reasons, using a common classification developed by Biglan (1973), into hard-soft and pure-applied (Becher and Trowler, 2001; Neumann, 2009).

To ensure that the phenomenon was explored from enough relevant angles a stratified purposive sampling was applied. This is a purposive sampling approach that ensures depth and diversity by comparing relatively homogeneous subgroups (Cohen et al., 2011; Ritchie et al., 2014). Comparing homogeneous subgroups is a recommended and common strategy that is used to ensure diversity and variation, strengthening the dependability of the findings (Lewis and Nicholls, 2014; Palmberger and Gingrich, 2014). A comparison between sub-groups helps to reveal potential differences in the context and setting that could influence engagement, perceptions and given meaning (Lewis and Nicholls, 2014; Seidman, 2013). As argued above, a comparison of senior academics with SFHEA recognition from two different institutions enriched this investigation. A comparison of two institutions with different reputations for teaching and research, but comparable policies for probation and promotion, brought into view the structures and contexts that influenced the participants' engagement with, and perceptions of, the HEA Fellowships in regard to their academic identities. Besides the institutional subgroup, a second but more minor comparison between FHEA and SFHEA was identified as relevant, as argued above. The UKPSF Descriptors express a difference in terms of level of experience and responsibility for teaching and learning in HE, and career stage (see Table 1). A comparison between FHEA and SFHEA might bring into view the perceived role of the HEA Fellowships at different stages of the academic career trajectory, which is relevant to understanding their influence on academic identity trajectories. Therefore, the main stratification in this purposive

sample is institutional background (UA92 - SRIU), supplemented by the UKPSF Descriptor (Fellow - Senior Fellow) (see Table 4).

There is no defined guidance on the sample size for in-depth interview studies; it depends on the sampling strategy and access, and the richness the participants can provide in regard to illuminating the phenomena under investigation (Baker et al., 2012; Dworkin, 2012; King and Horrocks, 2010; Morgan, 2008b; Seidman, 2013). The overall sample size in this study was led by the recommendations of Kvale and Brinkmann (2009), who suggest that an appropriate sample is around 15, with a range of between 5 and 25 participants. A low number (n<5) might underexpose the research question. However, a large number (n>25) does not guarantee a better insight but, rather, might diminish the quality of the analysis through the sheer amount of data collected, which might become difficult to manage (Kvale and Brinkmann, 2009; Ritchie et al., 2014). For comparative reasons, a relatively balanced number was accrued for the two institutions; senior academics with an SFHEA were considered the more important subgroup. To maintain a manageable sample, it was decided to include only FHEA participants from university UA92 in order to ensure that it was a homogeneous, but secondary subgroup, while preserving a focus on senior academics in the data. After the pilot (see below), 15 participants were interviewed over a period of 6 months. They fell into the following stratified subgroups (see Table 4):

Table 4: Stratification of the purposive sample by HEI institution and HEA Fellowship

Sample size (n)	Institution	HEA Fellowship
6	SRIU	SFHEA
5	UA92	SFHEA
4	UA92	FHEA

For more details about the sample and descriptions of universities UA92 and SRIU, see section 4.2 below.

3.3.3 Why and how were gatekeepers used?

The participants at both institutions AU92 and SRIU were recruited with the help of gatekeepers. Gatekeepers are defined as persons who can help to identify appropriate and relevant participants and facilitate access (King and Horrocks, 2010; Seidman, 2013). The advantage of gatekeepers is their insight into the local circumstances, their access to a network of relevant participants, and their ability to convey the relevance of participation. In regard to dependability, gatekeepers are seen as useful to suggest relevant participants that are either not known or not known well to the researcher. To provide consistency and parity, and avoid bias and conflict of interest in the selection,

all participants were mediated by gatekeepers (King and Horrocks, 2010; Seidman, 2013). The gatekeepers in this study were approached due to their position and access to relevant participants, and included the directors of the HEA recognition schemes, faculty members with a leading role in teaching and learning, and colleagues. To ensure that the gatekeepers recommended relevant participants, a brief summary of the project and the participant information sheet (see appendix 7.2) were given to the gatekeepers and discussed with them orally (King and Horrocks, 2010; Webster et al., 2014). After the gatekeepers had identified suitable candidates based on the requirements for this study, potential participants were approached independently by email. The invitation email clearly outlined the objectives of the study and what their participation would involve, and a copy of the participant information sheet was attached.

3.3.4 Why was a pilot used?

Piloting, in an interview study, is a small-scale implementation, usually with a few participants, that is done before the larger study is carried out. A pilot contributes to the dependability of the study and the credibility of the findings (Cohen et al., 2011; Schreiber, 2008; Seidman, 2013; Silverman, 2013). A pilot allows the researcher to get to grips and become comfortable with the practicalities of conducting an interview (Seidman, 2013). It ensures that potential problems are uncovered in advance of the main study, and the data collection is as uninterrupted as possible (Cohen et al., 2011). Importantly, a pilot allows the researcher to test the research instruments, in particular the interview guide. It provides an opportunity to adjust the questions and structure of the interview guide, thereby dealing with issues such as ambiguity, difficulty and clarity. This ensures that the data collection in the main study is as rich as possible (Cohen et al., 2011; Schreiber, 2008; Seidman, 2013). Because of these benefits, three full interviews were conducted as a pilot before the start of the main study. This allowed for a reflective opportunity, and some minor adjustments to be made to the interview guide. The three pilot interviews were excluded from the sample, data analysis, and findings.

3.3.5 Why was a research journal used?

Throughout the research process a research journal was used to capture, for instance, personal observations, reflections and thoughts, which supported the learning process and development of the findings (King and Horrocks, 2010; Kvale and Brinkmann, 2009; Smith-Sullivan, 2008). Keeping a research journal, according to King and Horrocks (2010), supports the accountability and justification of the findings, and reflexivity on the research process. The research journal was used at different stages.

During the writing stage, it was used, for instance, to capture notes, ideas and outlines while reviewing the literature and writing drafts. During the data collection phase, the research journal was used as a tool to 'facilitate active listening' during the interviews (Seidman, 2013, p.79). A dictaphone was used to record the interviews and aid the transcription. Note taking helped the researcher to concentrate on what the interviewee had said, and capture questions that needed further clarification or probing at a later stage (King and Horrocks, 2010; Seidman, 2013). As a personal debrief, a brief summary and commentary was written down shortly after each interview, to capture the researcher's thoughts, observations, and reflections on the process. The debrief helped to modify and finalise the interview guide during the pilot stage. Moreover, it was used to collate a brief summary of some of the topics and themes that seemed relevant for the data analysis phase. During the data analysis phase, comments, notes and conceptual maps were made and reviewed iteratively. As such, the research journal aided the development and alteration of ideas and insights, and provided a 'frame for understanding and reflecting on the processes and changes in the knowledge production' throughout this inquiry (Kvale and Brinkmann, 2009, p.113).

3.3.6 Why was the interview guide developed and how was it used?

An interview guide is a common tool to support in-depth interviews, and for this study the interview guide was prepared in advance (appendix 7.5). An interview guide is a list of semi-structured questions or themes that are identified as relevant to explore the research topic and support the interview experience (Edwards and Holland, 2013; King and Horrocks, 2010; Kvale and Brinkmann, 2009; Seidman, 2013). An interview guide enhances the dependency of the data collection, as it provides a degree of consistency throughout the interviews (King and Horrocks, 2010). It ensures that the interview has a suitable introduction, followed by a series of questions that explore the main topic of interest from relevant angles, and that it is brought to an appropriate close (Seidman, 2013). Moreover, the interview guide was designed for transparency reasons. By sending out the interview guide in advance by email as soon as an appointment was agreed, the participants were informed about the questions and topics (Kvale and Brinkmann, 2009).

In accordance with the requirements of the ethics committee (see below), the interview guide was designed with a series of open-ended questions in a predetermined order. The series of questions illustrated how each topic that was considered relevant would be approached and investigated. The topics included for instance: the motivation for obtaining an HEA Fellowship, the role of the wider circumstances, and the perceived relevance for practice (appendix 7.5). The format allowed the ethics committee to

assess the appropriateness of the questions and ensure that the privacy of the participants would be protected (Bryman, 2015; Cohen et al., 2011).

An interview guide with predefined questions and a determined order is considered inappropriate for in-depth interviews (King and Horrocks, 2010; Yeo et al., 2014). An interview guide that outlines the main topics is seen as more flexible. This allows the participants to explore the topic from their own perspective, and provides the interviewer with sufficient freedom to probe, prompt and clarify the responses, if needed (King and Horrocks, 2010). Moreover, an interview following a prescribed list of questions can stop the flow of the conversation, and limit the richness and depth of the interviewees' answers, which is seen as inappropriate for an in-depth approach (Cohen et al., 2011; Seidman, 2013). To address this concern, the interview in this study comprised a list of topics. After introducing the central topic through the first question, the interview guide ensured that all of the topics were explored, without following the exact phrasing of the question or the order in the interview guide. This allowed sufficient freedom to probe and seek clarification where relevant, before the interview was brought to a close (Edwards and Holland, 2013; King and Horrocks, 2010).

3.3.7 How are the ethical aspects considered?

Prior to the data collection, in accordance with the home institution's EdD programme requirements, an ethical application was made to the Faculty of Health, Social Care and Education Ethics Committee (FREC). The ethics committee guidelines and procedures are aligned with the British Educational Research Association (BERA, 2011; KUL EGaP, 2014). During the application process the ethical considerations given to the methods used, the materials developed to approach and inform the participants, and how the data was collected, stored and analysed were reviewed. To support the application, the ethics committee reviewed the research proposal, the participant information sheet, the consent form, the interview guide, and the draft email inviting people to participate. The application received a positive outcome in December 2016 (reference number: FREC 2016-12-008, see appendix 7.1 to 7.6).

For this project, guidance was sought from the work of Bryman (2015), Babbie (2007) and Cohen et al. (2011), who propose that certain ethical considerations should be taken into account for any social research project. These include attention to voluntary participation, anonymity and confidentiality, informed consent, and protection of privacy, which will be briefly discussed below (King and Horrocks, 2010; Webster et al., 2014).

After the recommendations had been made by the gatekeepers, potential participants were invited to take part in the study by email. The email included a copy of the participant information sheet (Bryman, 2015: Webster et al., 2014). The participant information sheet included sections on the research aim, benefits, risks, voluntary participation, withdrawing from the study, anonymity and confidentiality, data storage and security, and contact details (see appendix 7.2) (Bryman, 2015; Cohen et al., 2011). To ensure transparency in regard to participants' commitment and involvement, the interview guide was sent in advance by email, as soon as an appointment was confirmed (Cohen et al., 2011).

Particular care was taken to ensure the confidentiality and anonymity of the participants, and, upon the request of the gatekeepers, to anonymise the institution through the following steps (Cohen et al., 2011; King and Horrocks, 2014; Webster et al., 2014). To ensure anonymity, both institutions have been given fictitious names and generic descriptions to characterise their different backgrounds, institutional contexts, provision for the HEA Fellowships, and policies around probation and academic promotion (see section 4.2.2). In order to develop a brief vignette of each of the participants when introducing the findings (chapter 4.3), particular care was taken to anonymise the data to ensure confidentiality in a number of ways (Cohen et al., 2011; King and Horrocks, 2014; Webster et al., 2014). During the interviews care was taken not to record any names. To reference participants in the findings, they have been given a random gender and a fictitious name. Particular characteristics that could identify individuals such as their native language and ethnicity were removed from the transcripts. Reference to specific milestones and related dates within career trajectories, such as unique qualifications (including, for instance, considering and applying for PFHEA), teaching and learning prices, and specific roles that could allow for identifying an individual have either been referenced generically or remain undisclosed. As a last example, references to a subject specialism, discipline, or professional practice were grouped using a common but debated classification developed by Biglan (1973) into: hard-pure (e.g. physics, chemistry and biology), soft-pure (e.g. history, anthropology and language studies), hard-applied (e.g. engineering and medicine), and soft-applied (e.g. business studies and education) (Becher and Trowler, 2001; Diamond, 1987; Jessop and Maleckar, 2016; Matthews et al., 2014; Neumann, 2009). Although these measures sacrifice a degree of detail when presenting the findings, as the discipline and gender could not be taken as a sample characteristic, this was considered a necessary step to ensure the confidentiality of the participants (Cohen et al., 2011; Webster et al., 2014).

To ensure that all of the participants were fully informed before recording the interviews, the participants were asked to sign the consent form after having discussed the information sheet orally. In the days after the interview, each interviewee was sent an email by the researcher to express his gratitude for their time and willingness to share their insights and perspective. No participants decided to withdraw from this study.

3.4 How was the data analysed?

The previous sections outlined the considerations given to the data collection using in-depth interviews. The data analysis of the interview data was done in several phases, including preparing, organising and analysing (Cohen et al., 2011; Spencer et al., 2014; van den Hoonaard and van den Hoonaard, 2008). Some of these phases, such as preparation and organisation, were more generic, while the data analysis was guided by the research approach taken (Spencer et al., 2014; van den Hoonaard and van den Hoonaard, 2008). The interpretive paradigm guided the chosen data analysis method. In this study thematic analysis, supplemented by the presentation of vignettes by means of narrative analysis, was chosen to analyse and introduce the data. The sections below will outline how the data was prepared and analysed using thematic analysis, supported by NVivo, and the consideration given to presenting and introducing the data through the development of participants' vignettes.

3.4.1 How was the data prepared?

A transcript is a textual representation of a recorded interview, and transcription is the conversion of audio recorded material into text (King and Horrocks, 2010; McGinn, 2008). Transcription is regarded as a crucial step; in its process important choices are made that influence the quality of the transcript for further analysis (Poland, 2008; Kowal and O'Connell, 2014; Seidman, 2013). The following steps were taken to enhance the dependability of the transcripts and prepare them for the thematic analysis (King and Horrocks, 2010; Kvale and Brinkmann, 2009). To support an accurate transcription process care was taken to produce a good quality recording. All of the interviews were audio recorded digitally, uninterrupted, and conducted without further difficulties in a quiet room, in most cases the participants' offices (Poland, 2008; King and Horrocks, 2010). To enhance their dependability, it was decided to transcribe all of the interviews in full using a professional transcription service. The transcription service ensured comparable treatment of all of the interviews. Verbatim transcripts of the recorded interviews were produced using a consistent convention to annotate: pauses, unfinished sentences, changing track, laughter, interruptions, missing phrases, and

inaudible sections (Kowal and O'Connell, 2014). As the transcripts were prepared for the thematic analysis, it was decided not to include the annotation of prosodic components, or how words were spoken, for instance dialect, pitch and loudness, since prosodic components are regarded as important for data analysis methods that focus on language (Kvale and Brinkmann, 2009; Kowal and O'Connell, 2014). To support the transcription process with potentially unfamiliar and ambiguous terminology, key words, phrases and abbreviations were discussed with the transcriber (King and Horrocks, 2010).

After receiving the transcripts and checking them with the audio recordings for accuracy, they were prepared in line with the ethical considerations outlined above. All names and references to institutions were deleted and marked with a consistent annotation, and the transcripts were inspected for personal information that might identify individuals (Kvale and Brinkmann, 2009). It was decided not to share the transcripts and vignettes below with the participants for further verification. The credibility of member-checking, or respondent validation of transcripts or findings has been the subject of much debate. As the ethical implications had been carefully addressed, there was no further need to force the participants into an ongoing relationship with the researcher (Goldblatt et al., 2016; Morse, 2016; Varpio et al., 2017). Thereafter the transcripts were uploaded to NVivo for further data analysis. To support future references in reporting on the data and to enhance the transparency of the data analysis, the line numbers in NVivo were used to locate quotes and citations (King and Horrocks, 2010). For an example of a prepared transcript see appendix 7.8.

The 15 interviews were on average an hour and ten minutes long. The transcription resulted in 15 transcripts, with a total word count of over 122,000 words.

3.4.2 Why and how was thematic analysis used?

In-depth interview data can be analysed in different ways and the method chosen depends on the research aim and chosen research approach (King and Horrocks, 2010; Kvale and Brinkmann, 2009). Conveying experiences, interpretations and meaning among a group of participants, and describing the social setting within a data set is complex and requires a systematic approach (Field, 2014; Spencer et al., 2014). Thematic analysis is a structured technique whereby repeated themes, topics, trends and patterns of meaning relevant to the research question are searched for in the transcripts or are predefined (Braun and Clarke, 2006; Clarke and Braun, 2013; King and Horrocks, 2010). Thematic analysis is a conventional technique that is adapted and applied across a range of qualitative approaches and analysing traditions (Braun

and Clarke, 2006; Clarke and Braun, 2013; King and Horrocks, 2010; Seidman, 2013; Spencer et al., 2014; Willig, 2014). The method is considered particularly appropriate to analyse in-depth interview data within an interpretative paradigm, where the emphasis is on exploring and interpreting experiences, views, perceptions and meaning, and identifying the contextual structures that might influence these, across a group of participants (Ayres, 2008; Braun and Clarke, 2006; Clarke and Braun, 2013; Cohen et al, 2011; Kvale and Brinkmann, 2009; Seidman, 2013). Considering the research aim and the interpretive approach chosen, thematic analysis was seen as most appropriate to analyse the data.

Thematic analysis comprises several steps to capture, locate and interpret patterns of experiences and meaning. Although they are presented here as linear, they are applied iteratively. The steps include data familiarisation and coding; developing themes and overarching themes; and a writing up phase. These iterative steps were followed to analyse the transcripts (Braun and Clarke, 2006; Clarke and Braun, 2013; King and Horrocks, 2010; Javadi and Zarea, 2016; White et al., 2014).

The first step in a thematic analysis is to get familiar with the data by reading and re-reading it. Besides reading the transcripts, the notes and observations made after each interview in the research journal were read by the researcher in order to become familiar with the data. This was considered useful, as a transcript, with its pauses and turns, does not reflect a normal narrative (Kvale and Brinkmann, 2009). During this phase additional notes and observations were made in the research journal.

Coding is the next stage of the thematic data analysis process, and is established by a close reading of the data, whereby segments of text in the transcript, which have relevance to the broad research objectives, are identified, summarised and labelled. In the process some general meaning is given to each segment, where relevant. This was repeated for each transcript, and the codes were refined where necessary (Benaquisto, 2008; Clarke and Braun, 2013; King and Horrocks, 2010). Each transcript was read and coded separately. See attachment 7.7 for an example of the line-by-line coding using NVivo.

Coding facilitated the development of themes and patterns in the data (Braun and Clarke, 2013; King and Horrocks, 2010). Based on repetition and resonance in more than one transcript, themes and patterns are developed from the codes (Braun and Clarke, 2006; Javadi and Zarea, 2016). During the development or identification of the themes, links with other themes, topics or patterns became visible and were recorded

in the research journal (Ayres, 2008; Braun and Clarke, 2006; Clarke and Braun, 2013; King and Horrocks, 2010). Unlike specific data analysis methods such as grounded theory, the development of themes for thematic analysis, which focuses on interpretation and meaning, is considered flexible (Ayres, 2008; Braun and Clarke, 2006; Clarke and Braun, 2013; Kvale and Brinkmann, 2009; King and Horrocks, 2010). Themes emerged inductively out of the data, through the coding process, and by reading the transcripts and thinking about the data using the notes in the research journal. The themes were developed deductively, or theoretically, based on the themes and topics in the literature, and were identified as upfront and relevant for the interviews as formulated in the interview guide. Nevertheless, care was taken to record references to the theoretical frame of agency and structure, academic identities and academic identity trajectories, but not to force this upon the data, to allow themes to emerge without analytical preconceptions (Braun and Clarke, 2006; King and Horrocks, 2010; Seidman, 2013). See attachment 7.7 for an example of the themes - called nodes in NVivo - developed.

For each theme and overarching theme, an entry was produced in the research journal. The memos supported the development of the different themes, concepts and ideas. This was further supported by the development of concept maps in the research journal to organise, reflect and interpret the data. The recording and organising of insights in the research journal served the development of the themes and connections, and provided reflective opportunities in the analysis process (Benaquisto, 2008; Clarke and Braun, 2013; Kvale and Brinkmann, 2009).

The theoretical framing supported the writing-up phase. This involved writing up the different overarching themes and illustrating these with relevant extracts from the transcripts, resulting in a rich description of the findings (Clarke and Braun, 2013; Kvale and Brinkmann, 2009, Seidman, 2013; White et al., 2014). The use and application of extracts varies in the literature. For instance, thick descriptions refer to lengthy extracts, often including prosodic components, and are used in particular data analysis methods (Cohen et al., 2011; Maxwell and Mittapalli, 2008; Ponterotto, 2006). Rich descriptions, used in thematic analysis, are short and relevant extracts from the transcripts that are used to support the credibility of the interpretation (Braun and Clarke, 2013). The purpose of the relevant description is to give the reader a sense of prominence and accuracy, and to reveal the complexities and richness of the events and statements studied and described. Relevant extracts enable the reader 'to make decisions about the applicability of the findings to other settings or similar context' and thereby support the possible transferability of the findings (Clarke and Braun, 2013; Creswell and Miller,

2000, p.129; Marx, 2008). Therefore, in line with the interpretive nature of this study, the findings are presented using rich descriptions, while varying the examples from the different participants (Clarke and Braun, 2013; Creswell and Miller, 2000). Referring to quantities in the findings of qualitative research is subject to debate. To specify the support for themes within the transcripts, reference will be made to, for instance, a few, many or most, or will stipulate the participants it concerns (Maxwell, 2010).

3.4.3 Why was the thematic analysis supplemented with vignettes?

To introduce the findings, it was decided to present a vignette of each participant to supplement the thematic analysis (Seidman, 2013). To support the development of both research objectives, a vignette was included, which is a short narrative of each participant's main experiences with the phenomenon under investigation (Elliot, 2005; Hill-Brisbane, 2008; Seidman, 2013). This in line with the narrative approach of academic identity trajectories developed by McAlpine and Åkerlind (2010) and McAlpine and Amundsen (2016). Based on a narrative data analysis, the vignettes provide a context for the participants' experiences, and illustrate the structural setting and wider influences on their choices and engagement with the topic under investigation. This required reconstructing and reorganising each participant transcript into a short narrative with a relatively chronological sequence (Creswell, 2007; Goodson and Sikes, 2001; Seidman, 2013). The purpose of the vignettes was not to provide a full biographical reconstruction of the participants, but to provide a context for the central topic from an individual perspective (Seidman, 2013). The focus of thematic data analysis on themes and given meaning across the transcripts might leave undeveloped the individual and integral relationship that participants have with the phenomena under investigation (Braun and Clarke, 2006; King and Horrocks, 2010). By introducing the vignettes, some of these contingencies and reference points come into view, and help the reader to understand and contextualise the findings. Supplementing the thematic analysis in this way supports the trustworthiness of the findings (Hill-Brisbane, 2008; Seidman, 2013). Moreover, the development of the vignettes supports the thematic data analysis, as it brings into focus the emerging themes and is used to introduce the data (Seidman, 2013).

In line with both research objectives, the vignettes clarify the participants' motivations and experiences with the HEA Fellowships, and the institutional circumstances stimulating engagement, from an individual perspective, which are further developed under the first research aim. Moreover, the vignettes locate the moment the HEA Fellowships were introduced into the academics' career trajectories, which will be taken further under the second research objective. While presenting the vignettes in as rich

and in depth a way as possible, confidentiality has been taken into account (King and Horrocks, 2010; Kvale and Brinkmann, 2009; Seidman, 2013).

3.4.4 Why was qualitative data analysis software used?

Computer-assisted qualitative data analysis software (CAQDAS) NVivo v11[2] was used to support the thematic data analysis and development of the vignettes. Besides data management of transcripts, such as storing, organising and retrieving data, NVivo v11 is designed to support the coding of transcripts and the development of themes (Gibbs, 2014; Silver and Lewins, 2014; King, 2008). Moreover, NVivo v11 supports the analytical and reflective process; it has functionalities for creating memos and concept maps, which were used as part of the reflective journal (Kaefer et al., 2015; King, 2008). The use of CAQDAS is regarded as particularly appropriate for thematic data analysis, because of its flexible and systematic way of organising text, codes, themes, notes and maps. Because of these characteristics, the use of CAQDAS software is regarded as contributing to the dependency of the data analysis process, and its rigour and transparency contributes to the credibility of the findings (Kaefer et al., 2015; King, 2008; Leech and Onwuegbuzie, 2011).

3.5 Concluding remarks on the research methods

This chapter has outlined why an interpretive paradigm was considered most appropriate for this contextual and exploratory study (Savin-Baden and Major, 2013; Scott and Usher, 2011; Waring, 2017). The interpretive paradigm guided the qualitative research design, in line with the wider literature investigating academic identities (Becher and Trowler, 2001; Henkel, 2000; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016). It guided the use of in-depth interviews as the data collection method. To answer both research objectives, thematic analysis was the main data analysis method used. This was supplemented with vignettes, to introduce the data and provide a background from an individual perspective.

Throughout this chapter it has been signposted how the trustworthiness of this study has been considered and enhanced. Chapter 5 will summarise the main considerations given to the quality of this study (Bryman, 2015; Shenton, 2004). The next chapter will present the findings.

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[2] NVivo is not an acronym, but the name of a computer software package developed by QSR International.

4 Findings

4.1 Introduction

The literature review outlined the topic of this study, why it is relevant and what is known about it, and how this study provides an original contribution to knowledge. The methodology chapter outlined the research approach and how the data was collected and analysed. This chapter will address the research aim of this study and develop the two research objectives by presenting and discussing the findings.

This chapter is structured in four parts. The first will describe the characteristics of the stratified purposive sample, including the participants and the institutions.

The second will introduce the findings by presenting the vignettes within the stratified groups, but it is not a synthesis of all of the data. The vignettes will present participants' motivations and experiences in regard to the HEA Fellowships, and the institutional circumstances stimulating engagement. This will be further developed with regard to the first research objective. Moreover, the vignettes will locate the moment the HEA Fellowships were introduced in the academics' career trajectories, which will be taken further regarding the second research objective.

The third section will develop the first research objective. It will contextualise the influence of the HEA Fellowships, by exploring the structural setting. It will concentrate on the institutional circumstances that mediate and stimulate engagement with HEA accredited professional development. This section will provide the context for the fourth section.

The fourth section will develop the second research objective. This section will explore the influence of the HEA Fellowships on academics' identities. The influence on academics' identities will be brought into view by developing the different academic identity trajectories observed in this study and will then be summarised by focusing specifically on research and teaching identities.

The final chapter will conclude and discuss the findings and develop their implications for practice.

4.2 The sample

4.2.1 Who were the participants?

The participants interviewed for this study, who will be introduced in the vignettes below, were recruited using the stratified purposive sample criteria discussed above (see Table 4). The main category for the sample was HEIs, supported by the sub-category of HEA Fellowships. The characteristics of the two institutions are discussed in the next section.

Of the 15 participants, 9 were recruited from UA92, and 6 from SRIU (see Table 5). In line with the stratified purposive sample, the majority of the participants were at Senior Fellowship level. All 6 SRIU participants had obtained SFHEA. At UA92 5 participants had obtained SFHEA, and 4 had obtained FHEA. The participants held a range of academic roles, from Lecturer to Professor. The majority of the participants were Senior Lecturers (8), followed by Associate Professors (4), Professors (2), and Lecturers (1). All of the academics were teaching and research active, albeit with different balances between the two. Contractually, 7 academics were on teaching focused pathways, and 8 were on research/professional practice trajectories. Care was taken to recruit academics from a range of different disciplinary backgrounds, which were grouped using Biglan's (1973) classification (hard-soft and pure-applied). In total, 6 participants had a hard-applied background (e.g. engineering and medicine), 2 had hard-pure backgrounds (e.g. maths and chemistry), 2 had soft-pure backgrounds (e.g. history and language studies), and 5 had soft-applied backgrounds (e.g. business and education studies). In terms of academic qualifications, the majority of the participants had successfully completed a doctoral programme (11); 3 had a Master's degree and 1 had a Bachelor's degree. Lastly, although not identified as a sample characteristic for confidentiality reasons, care was taken to keep the sample balanced with regard to gender; 7 participants were female, and 8 were male.

Table 5: Participants' backgrounds

	Name	HEA fellow	HEI	Experience in HE (years)	Role	Discipline
1	Dale	FHEA	UA92	< 5	Senior Lecturer	Hard-applied
2	Alex	FHEA	UA92	< 5	Lecturer	Hard-pure
3	Bay	FHEA	UA92	> 5	Senior Lecturer	Hard-applied
4	Max	FHEA	UA92	< 5	Senior Lecturer	Hard-applied
5	Paris	SFHEA	UA92	> 10	Associate Professor	Hard-pure

6	Greer	SFHEA	UA92	> 20	Senior Lecturer	Soft-applied
7	Wade	SFHEA	UA92	> 20	Associate Professor	Soft-applied
8	Elia	SFHEA	UA92	> 10	Associate Professor	Hard-applied
9	Sal	SFHEA	UA92	> 20	Professor	Hard-applied
10	Xen	SFHEA	SRIU	> 10	Associate Professor	Soft-pure
11	Ray	SFHEA	SRIU	< 10	Senior Lecturer	Hard-applied
12	Uma	SFHEA	SRIU	< 10	Senior Lecturer	Soft-applied
13	Kim	SFHEA	SRIU	< 10	Senior Lecturer	Soft-applied
14	Taye	SFHEA	SRIU	< 10	Senior Lecturer	Soft-applied
15	Fable	SFHEA	SRIU	> 20	Professor	Soft-pure

4.2.2 What was the Institutional background?

Interviews were conducted at two institutions with different backgrounds and reputations for teaching, learning and research (see Table 6). The binary classification between pre- and post-1992, and research vs. teaching institutions, is common; however, as Scott (1995) and Tight (2009) argue, it does not sufficiently capture the diversity of HEIs. HEIs in the UK can be classified using many different categories, including founding history, location, research reputation, and commercial outlook (Scott, 1995; Tight, 2009). Nevertheless, the binary division between pre- and post-1992, and research vs. teaching was taken as one of the main distinctions to seek a transferable sample. Institutions were selected that had comparable approaches to stimulating and rewarding teaching and learning through staff development and policies for probation and academic progression, both of which were considered important for this investigation. The policies and other documents at both institutions were accessed, investigated and compared. Here they are summarised, but not explicitly referenced due to ethical considerations (see 3.3.7).

4.2.2.1 UA92

UA92 is a public post-1992 university, located in a large metropolis. Its campuses are dispersed over several sites. UA92 is part of the University Alliance group, whose member institutions focus on technical and professional education (University Alliance, 2017). UA92's reputation is not particularly strong for either teaching or research. UA92 is ranked at the bottom end in the University League Tables 2019, which weigh both teaching and research (The Complete University Guide, 2018), and it was awarded Bronze in the 2017 Teaching Excellence Framework results (THE TEF, 2017).

Since 2014, UA92 has embedded the HEA Fellowships in its academic career structure. It has set ambitious performance indicators in its educational strategy, and is aiming for all academic staff to be recognised with an HEA Fellowship by 2020. The HEA Fellowships have become integrated into the requirements for promotion at UA92. Five years ago, the promotion pathway that mainly rewarded research was replaced by parallel pathways. Loosely based on Boyer's (1991) four domains (Research, Teaching, Professional Practice and Enterprise), academics can progress using a Climbing Frame structure (Lecturer, Senior Lecturer, Associate Professor, Professor) (Strike, 2010). The parallel pathways require all previous Readers and Principal Lecturers to reapply for Associate Professor roles. Lecturers and Senior Lecturers are expected to have at least FHEA status. SFHEA is a requirement for staff who wish to progress, with teaching as their main domain, to Associate Professor and Professor. An academic development unit supports staff through the HEA accredited CPD framework. The CPD framework, similar to SRIU and others in the sector (Pilkington, 2016a), includes a taught programme called Introduction to Teaching and Learning in HE (ILT), and an HEA accredited UKPSF recognition scheme, both of which lead to a Fellowship of the HEA.

All academic members of staff are expected to obtain FHEA within their probationary period. Academic staff who are new to teaching and learning in HE are compelled to undertake the ILT, an HEA accredited, non-credit bearing course, which leads to an FHEA. The ILT includes taught sessions, teaching observations, and an assessed portfolio following the HEA requirements for a Fellow application. Experienced members of staff are supported through a UKPSF recognition scheme. Here participants evidence their experience in a written portfolio, following the requirements of the direct HEA application. Staff are supported through various means including workshops, online resources, seminars and one-to-one meetings to develop their portfolio.

4.2.2.2 SRIU

SRIU is a smaller research intensive university with a civic history, located on the outskirts of a large metropolis. As a campus university it offers all of its facilities for teaching and research, as well as a considerable part of its student accommodation, on one site. Although not part of the Russell Group, SRIU's reputation for teaching and research is considerably stronger than that of UA92; it was ranked within the top 30 in the University League Tables 2019 (The Complete University Guide, 2018), and was

awarded Silver in the 2017 Teaching Excellence Framework (TEF) results (THE TEF, 2017).

In contrast to UA92, HEA Fellowships are not mandatory for academic staff already appointed on research contracts at SRIU. Nevertheless, Fellowships are required and expected in other circumstances. Similar to UA92, an HEA Fellowship is part of the probationary requirements, with academic members who are new to teaching and learning being required to undertake a taught PGCertHE. The PGCertHE is a taught MA credit bearing course, accredited by the HEA, and on successful completion results in FHEA status. Relative recently SRIU changed its academic career pathways. Acknowledging the growing importance of teaching, SRIU has introduced parallel pathways, whereby academics can be promoted for either research or teaching. FHEA is a requirement for all academics on a teaching pathway. This is combined with a Climbing Frame structure (Lecturer, Senior Lecturer, Associate Professor, and Professor) (Strike, 2010).

Similar to UA92, academic staff who wish to obtain an HEA Fellowship are supported through a CPD framework, which is offered by an academic development unit. The unit provides the PGCertHE for academics who are new to teaching and learning, and offers an HEA accredited recognition scheme to support experienced members of staff. The PGCertHE constitutes taught sessions, teaching observations, and an assessed assignment. The recognition scheme offers workshops, online resources and one-to-one appointments to support staff in their Fellowship applications.

Table 6: Institutional characteristics (Academic year 2016-17)

	UA92	**SRIU**
Location	Within large metropole	Campus university
Historical background	Post-1992 university	Civic university
Student numbers	< 20.000	< 10.000
Research/teaching	Teaching intense	Research intense
TEF (2017)	Bronze	Silver
HEA Fellowship status for all academic staff	Mandatory	Expected
Probation	FHEA required	FHEA required
Progression (≥ Senior Lecturer)	SFHEA required for teaching pathway	FHEA required for teaching pathway

4.3 Vignettes: introducing the findings

4.3.1 Introduction

The previous section outlined the sample characteristics and described the institutional background and circumstances for obtaining an HEA Fellowship, providing a general overview in relation to the findings below.

The aim of this section is to introduce the findings by presenting a vignette of each participant involved in this study (Kvale and Brinkmann, 2009; Seidman, 2013). The vignettes clarify participants' motivations and experiences in regard to the HEA Fellowships, and the institutional circumstances stimulating engagement, from the perspective of the interviewees. Moreover, the vignettes locate the moment the HEA Fellowships were introduced into the academics' career trajectories.

The vignettes will be presented within their stratified groups. The summary at the end of each group will identify similarities as well as differences among the vignettes. It will concentrate on the structural setting and the individual trajectories, which will be discussed in relation to the literature (White et al., 2014; Seidman, 2013).

The vignettes will introduce the data but do not represent the whole data set; they will provide the foundation to develop the two research objectives in the sections hereafter.

4.3.2 Fellows at UA92

This section presents the participants who had obtained FHEA at UA92 and is summarised at the end.

4.3.2.1 Dale

Dale became an academic shortly after qualifying as a hard-applied professional. He was invited back to the university from which he graduated to share his experiences of developing as a professional. This led to other invitations and when the opportunity arose Dale applied for a permanent post at UA92. The attraction of becoming a lecturer for Dale originated from the opportunity to develop future practitioners.

Presented as mandatory and linked to probation, undertaking the taught programme was partly in line with Dale's expectations:

> "because I was expecting to do a form of teacher training anyway" (Dale, 198-199).

Alongside other forms of development, including mentoring and teaching observations by peers, the ILT programme provided practical guidance and pointers that enabled Dale to expand his teaching practice. During the interview Dale linked the ILT sessions to larger and smaller changes in his practice, and stated that he had gained confidence over time:

> "One thing I did pick up from the ILT was using things like icebreakers, I think they are really helpful, particularly when you have got a new group who don't know each other particularly well so I kind of pay attention to helping the group feel a bit connected before they start the learning [...]" (Dale, 120-123).

Embedded in the taught introductory programme, the HEA Fellowship featured in the background of the course. Engagement with the HEA Fellowship was perceived as additional to the course and procedural, as, for instance, it was mandatory to map experiences and reflections against the UKPSF as part of the final assignment:

> "[…] it is important to have a framework and I think it is important for us to have standards, but on a personal level I did kind of switch off a little bit - they are a bit dry (LAUGHS)" (Dale, 236-237).

Dale's future trajectory was relatively open-ended at the time of the interview; possible pathways include further developing his professional practice in industry, or pursuing an academic career. Regardless of which path he chooses, Dale had considered taking on a professional doctorate in the near future, which would broaden his "horizons", and provide the necessary academic grounding (Dale, 449).

4.3.2.2 Alex

Alex gradually became involved in teaching during different postdoctoral hard-pure positions in a variety of institutions before coming to UA92. Here Alex was initially in a research role, before being seconded to a part-time lecturing post. After a year, this secondment was extended to a full-time lecturing post. This role required Alex to teach subjects related to his specialism, alongside being actively involved in research. During the full-time post, similarly to Dale, joining the ILT was in line with Alex's expectations. The programme was not imposed but recommended by her line manager, and no explicit reference was made to probation requirements or the HEA Fellowship.

Similar to Dale, the UA92 taught programme provided Alex with practical insights into how to structure and design sessions, and raised her awareness of, for instance, active

learning, assessment and feedback. Alex described many changes as a result of the ILT programme, including gaining confidence, and becoming less focused on content and more responsive to students' needs:

> "I have used quite a lot of what I learnt in ILT with … you know, in the decisions I have made so … but I think particularly for my style of a session [...] so rather than standing up and lecturing for two hours, splitting the session up, making it as participative as possible [...] and so I know that I do much better if it's more engaging and I have got activities" (Alex, 374-379).

In contrast, the relevance and credibility of an HEA Fellowship for teaching practice was questioned by Alex. She saw it as mainly relevant in relation to the wider HE context; "this is something that all the universities have to subscribe to, it's not just [UA92]" (Alex, 776-777). During the last two years, Alex had started to question the balance between teaching and research. Despite being passionate about "bringing up the next generation of scientists" and conveying her subject specialism, Alex's contribution to research had suffered due to her teaching load at UA92 (Alex, 745). The number of hours dedicated to teaching, supporting students, revising modules, marking, providing feedback, and preparing the range of subjects, had pushed all of her research activities, including experiments, keeping up with the field, and writing, into the late hours and weekends. Moreover, Alex felt that UA92's reputation skewed opportunities to secure research funding, as the funding bodies categorised it as "too much of a risk" (Alex, 630). At the time of the interview Alex had just secured an appointment as an Associate Professor at a Russell Group university, where she would be able to pursue a more research focused trajectory.

4.3.2.3 Bay

Bay was involved in teaching and supporting learning, as a hard-applied PhD student at a different university, delivering technical training, and occasional lectures and workshops. To develop this aspect Bay had undertaken a CPD, which was offered to PhD students. This got Bay "closer and closer to teaching" but up to this point she had been "mainly devoted to research" (Bay, 25-26). After Bay completed her PhD, she accepted a lecturing post at UA92. Here she undertook the PgCertHE, the predecessor to the ILT, which was presented as part of her probation. Bay valued the PgCertHE, which not only provided practical guidance, similar to Dale and Alex, but also enhanced her understanding of the students' learning and their needs:

"[…] the course has quite radically changed my views on teaching and has got me much closer to the student issues, the way they learn, […] teaching techniques and how to structure assessments" (Bay, 43-45).

As the PgCertHE was accredited by the HEA, Bay became an FHEA through an automatic process a few years later. After being promoted to Senior Lecturer, Bay had followed the required workshops for the UA92 recognition scheme and she was in the process of compiling evidence for an SFHEA application. The workshops had introduced Bay to the UKPSF. The urgency and relevance of the SFHEA were carefully balanced against Bay's research outputs, and the requirements for Associate Professor. While focusing on research for her future career trajectory, obtaining SFHEA would keep an Associate Professorship with a focus on teaching as a viable option.

"My senior Fellowship is probably something that I will try and achieve by the end of this academic year or by next the academic year. It's a matter of time […] for the simple reason that for the past four years all my efforts have gone into, apart from the duties of teaching [...] research. I think that I needed to give research that priority because in terms of progression and promotion I think that would have a better contribution rather than going for the senior fellow" (Bay, 262-269).

4.3.2.4 Max

During his hard-applied doctoral studies and post-doc positions at international universities, similar to Bay, Max had built up experience of teaching and supporting learning in HE. Perceiving teaching as an important part of a (future) permanent position, to fill this perceived gap, Max had taken the opportunity to teach as soon as he was appointed. Nevertheless, similar to Alex and Bay, for Max's career trajectory teaching was not considered as important as developing a research portfolio:

"because before I started applying for faculty positions I wanted to have on my CV significant experience both from research and teaching, with a significant focus on the research side though" (Max, 87-88).

The appointment at UA92, a few years ago, was Max's first post as a Lecturer with a focus on research. In the past Max had occasionally read about teaching in HE, but he had never undertaken any form of structured training to develop his practice. Despite being primarily appointed as a researcher, Max had become deeply immersed in teaching and learning by becoming a module leader for various modules. He had collaborated intensively with other colleagues to deliver other modules, and as a result

had recently become a Senior Lecturer. Max experienced teaching as a source of personal satisfaction:

> "I personally feel very productive when I [teach], meet new people and try to transfer my knowledge. To be honest [...] one of the happiest times of the year is when I am teaching" (Max, 75-80).

Because of Max's appointment in the middle of the academic year, and his previous experience, he had decided to obtain FHEA through the UA92 recognition scheme. Although initially perceived as "a waste of time", as part of the application process Max had followed a series of workshops, including those that were part of the UA92 ILT provision, which he "found so useful" (Max, 495-496). Similar to Dale and Alex, Max made various references to these workshops, which had helped him to understand and gain confidence in the different aspects of teaching and learning in HE.

Despite Max's personal satisfaction, similar to Alex, the teaching demands had led to doubts about his future at UA92;

> "I would like to have way more time for research and less time for teaching. But I would never like to become 100% research, to be honest" (Max, 534-536).

Shortly after the interview Max accepted a post abroad as Associate Professor with a focus on research to rebalance his career trajectory.

4.3.2.5 Summary of Fellows at UA92

The experiences of the early career academics with HEA Fellowships were largely mediated through the benefits of the taught programmes. The taught programmes, in line with the literature, provided an initial grounding in terms of the theoretical and practical aspects of teaching in HE (Parsons et al., 2012; Prebble et al., 2004; Prosser et al., 2006). Furthermore, the interviewees described how they had become more confident and responsive to students' needs as a result of the programme. Motivation to obtain FHEA through a taught programme was structurally positioned. The interviewees knew that participation was mandatory, but made little reference to the HEA Fellowships. Their enrolment had been mediated by managers or close colleagues, confirming the role of local networks, in particular academic leadership, in stimulating the take-up of the HEA Fellowships (Platt and Floyd, 2014). Rather than being imposed, some training was in line with the expectations of being an early career academic. Overall the training was valued by the participants and not experienced as an unnecessary burden. More problematic for the early career academics, especially

Alex, Bay and Max, were the teaching demands at UA92, in terms of resources and opportunities to develop their research portfolio. They expressed concern that the teaching demands steered them away from opportunities to fully establish themselves in their disciplines (Hall, 2002; McAlpine and Amundsen, 2016). Being engaged in research was considered more important for future progression opportunities and employment elsewhere (Cashmore, et al., 2013). Moreover, it was considered important for their personal satisfaction and identification as an academic (McAlpine and Åkerlind, 2010; Becher and Trowler, 2001).

4.3.3 Senior Fellows at UA92

This section presents the participants who had obtained SFHEA at UA92.

4.3.3.1 Paris

Paris had started to teach a few hours a week and supervise research students during a hard-pure postdoctoral position before moving to UA92. At UA92, Paris, similar to Bay, had followed the HEA accredited PgCertHE. The course was mandatory as part of Paris's probation. Although Paris had initially looked forward to developing this aspect of her practice, she soon expressed a level of frustration as the course lacked relevance and applicability to the disciplinary setting.

Paris became familiar with the UKPSF while applying for the post of Associate Professor (for research), when the HEA Fellowship was a new requirement for promotion and progression. As the UA92 PgCertHE was accredited by the HEA, Paris, similar to Bay, obtained an FHEA certificate as a result of an automatic process. Having outlined her involvement in teaching and supporting learning as part of the Associate Professor application, Paris decided to reuse some of this narrative and apply for SFHEA, which she did not experience as either inspiring or onerous.

> "And since I had done that somehow for the AP thing, you know, now I already had all the information, now I just needed to structure it and address the different points associated with the scheme" (Paris, 139-141).

Besides reusing some material effectively, looking forward, Paris considered the SFHEA beneficial for her future professorship, and she wanted to keep "research and the teaching side in good shape", as well as strengthening her CV (Paris, 372-373). Enhancing her CV was not considered unimportant considering the ongoing restructuring at UA92:

As a result of obtaining the SFHEA, Paris had become involved in the UA92 recognition scheme by contributing as a panel assessor, and mentoring colleagues in their applications. But Paris's main commitment and time investment going forward remained disciplinary research.

4.3.3.2 Greer

Greer's career spanned the development of the HEA, which was established in 2004, and he had observed the increasing importance of qualifications for teaching and learning in HE. Aware of the Fellowship scheme since its early development, Greer had never sought external validation of his own teaching, due to a perceived lack of credibility of the HEA and its programmes. This was despite his active contribution to developing teaching practices within his soft-applied disciplinary setting.

Having taught in a range of institutions including former post-1992 and Russell Group universities, Greer's own teaching development had been influenced by working with others, being observed, developing courses with different types of modalities including distance learning and online learning, external examining, and contributing to the disciplinary scholarship of teaching and learning. This later became an important aspect of Greer's career focus and identification as an academic. While not pursuing a doctorate, developing the disciplinary scholarship of teaching and learning offered a niche for Greer (615-616). He said, "I think I have always seen myself primarily as somebody who teaches".

Greer's application for the SFHEA came about as part of the UA92 institutional objective to have all staff recognised with a Fellowship of the HEA. For Greer this was clearly more linked to national and institutional policy drivers than to enhancing education for the students:

"I mean HEA accreditation appears to be now serving effectively managerial priorities and not necessarily educational ones, and that's certainly I think the case through TEF" (Greer, 467-468).

The relevance of the SFHEA was questioned by Greer, partly because of his extensive experience and contributions to the field:

"I had been going to [Teaching and Learning] conferences for 30 odd years" (Greer, 475-476).

At the time of the interview Greer had decided to retire.

4.3.3.3 Wade

Wade had moved into academia as a career change from a soft-applied industry and had become a Lecturer at UA92 without much experience of teaching and supporting learning. Having not had further training, Wade's teaching experience was similar to that of Greer, i.e., developed through practice and informal mentoring by a significant colleague who:

"was able to help me to put my teaching into a more formal theoretical context, what I was doing, what I wasn't doing, what was working and what wasn't working" (Wade, 45-47).

Similar to Elia (below), awareness of the HEA and the need to obtain a Fellowship coincided with the institutional change in academic roles, and the requirement that all Principal Lecturers and Readers re-apply for an Associate Professor position. With no PhD and very little in the way of research credentials, but considerable responsibility for different undergraduate and postgraduate courses, teaching and learning was Wade's main domain. He was advised to apply for SFHEA by a senior manager, before the UA92 recognition scheme was in place. Together with a few other colleagues Wade made a direct application to the HEA:

"so I was advised to go for senior Fellowship of the HEA fairly early on [...] and I got it first time and, to be perfectly frank, I didn't really give it a great deal of thought" (Wade, 62-64).

The SFHEA was experienced more as confirmation and affirmation than as developing practice; nevertheless, as a result, Wade had become an occasional assessor on the recognition scheme, similar to Paris. Despite Wade's main domain as Associate Professor being teaching, similar to Alex and Max above, the balance between teaching and administration demands, and time for research was questioned. Going forward, disciplinary research and working towards a PhD would be given priority over for instance "pedagogic research" to advance Wade's career further (Wade, 144).

4.3.3.4 Elia

After completing a hard-applied PhD at a prestigious institution, Elia had taught occasionally as a research assistant at UA92 before moving into a lecturing position, and then becoming a Senior- and Principal Lecturer shortly after that. Although not mandatory for his probation at the time, Elia enrolled on the HEA accredited PgCertHE at UA92, as recommended by colleagues, in alignment with his general expectations as a new academic. Unlike Paris, he had experienced the PgCertHE as beneficial, and had learned more about teaching and supporting learning, the wider context, and how the university worked in general. Moreover, meeting other early career academics and sharing and comparing practice and experiences with colleagues from different disciplines was seen as valuable.

While remaining focused on developing disciplinary research, Elia became familiar with the HEA Fellowships a few years after completing the PgCertHE through a subject specific HEA conference. As a result, he considered a direct HEA application, but "like any other person it just sat there collecting dust" (Elia, 129-130).

Obtaining SFHEA received more traction after looking into the UA92 re-application requirements for Associate Professor, and a nudge from his line manager. A successful application was made through the UA92 recognition scheme, which was experienced as a reflective opportunity, consolidating previous contributions and engagement. Besides advising and supporting others in their applications, the influence of the senior Fellowship was felt to have provided confidence in proposing changes to the taught provision within Elia's team:

> "[…] having a senior Fellowship is more like a certificate of approval that you can use to inspire others [so] you can make changes" (Elia, 361-368).

Although teaching was Elia's main Associate Professorship domain, going forward, developing a research portfolio in his discipline was considered more important for a professorship:

> "[…] at the moment professor [places] more emphasis on the research discipline. […] maybe five years down the line when […] teaching and learning [is recognised] as a route for professorship" (Elia, 428-430).

4.3.3.5 Sal

At the time of the interview, Sal had recently been promoted to Professor in a hard-applied discipline at UA92 due to her contribution to professional practice. The

institutional circumstances and constraints at UA92 were in sharp contrast to Sal's initial engagement with the HEA Fellowships. Sal's previous Russell Group and researched focused institution had not provided any "push" to apply for a Fellowship. Her personal interest grew after she won a "lecturer of the year award" within her discipline (Sal, 199). Becoming familiar with the HEA and the UKPSF thereafter, Sal made a direct application for FHEA, which she experienced as uncomplicated. This was Sal's first formal accreditation for teaching and learning. Sal's teaching practice, similar to Wade, had been developed within a collegial environment, working in close collaboration with more senior colleagues and being mentored over time. The FHEA was welcome confirmation of Sal's commitment to teaching and developing professional practice, although it was not necessarily recognised in an environment that at the time primarily rewarded research outputs:

> "I have been talking to people and they say; 'What is that thing on your name, FHEA-whatever because it doesn't seem to hold any [credibility…]'" (Sal, 182-183).

At UA92 Sal had previously applied through the recognition scheme, in part to meet the requirements of Associate Professor. Her initial application was unsuccessful, as she had presented her extensive SoTL as a form of professional practice in line with the requirements of her previous Russell Group University. Sal reapplied for the SFHEA, by representing the material in accordance with the expectations of UA92. Overall the SFHEA application was experienced as bureaucratic and of little value for practice:

> "to be honest it was probably a tick-box exercise" (Sal, 314).

Currently in a leadership position, Sal was actively participating in the UA92 recognition scheme as an assessor, providing advice and guidance, and stimulating others within her department to obtain a Fellowship.

4.3.3.6 Summary of Senior Fellows at UA92

For the senior academics at UA92, engagement with the HEA Fellowships can be considered to be the result of a mixture of intrinsic and extrinsic motivations. It included an early awareness of the HEA, as well as the wider HE context and its development, but applications were formalised by the structural setting, or institutional requirements. The senior academics (Greer, Wade, Elia and Sal) at UA92 showed an awareness of the HEA and the growing importance of the HEA Fellowships. Although they had not taken on specific roles for teaching and learning as described in the literature (Nevgi and Löfström, 2015; Stewart, 2014), Greer and Sal expressed an interest in and

commitment to developing SoTL within their discipline. The motivation to apply formally for SFHEA was, however, set against the structural requirements, especially as Readers and Principal Lecturers had to re-apply as Associate Professors, for which the SFHEA was beneficial or a requirement (Paris, Wade, Elia and Sal). Most perceived the application process as procedural, and something they had to do to meet the promotion requirements, and it was not perceived as particularly influential for the practice of teaching and learning (Peat, 2015; van der Sluis et al., 2017). Their retrospective reflections had consolidated and reaffirmed their previous commitment to teaching and learning. Nevertheless, similar to the Fellows at UA92, for Paris, Wade and Elia, the SFHEA application reinforced the importance of disciplinary research for their future career trajectories. Greer's and Sal's areas of specialisation included the SoTL, which will recur below (e.g. Kim and Fable), and the SFHEA provided confirmation of their engagement with and commitment to teaching and learning.

4.3.4 Senior Fellows at SRIU

This section discusses the participants who had obtained SFHEA at SRIU.

4.3.4.1 Xen

Xen started teaching shortly after graduating from a different institution before being invited to a temporary post at SRIU. This was followed by posts at different institutions and colleges, nationally and internationally, while completing a soft-pure PhD. The institutional variety, as well as responding to the diverse student backgrounds, stimulated the development of Xen's teaching practice without further formal training.

Recently promoted to Associate Professor, Xen's main focus was on research. Nevertheless, for Xen, teaching, research and professional practice could not be separated and were interwoven in the classroom. SFHEA was not a requirement for his promotion. Similar to Paris and Elia above, the Associate Professor promotion contained extensive sections on teaching and learning, which could be represented for SFHEA, as suggested by his head of department. The SFHEA application, through the SRIU recognition scheme, was experienced as a little bureaucratic and formulaic:

> "I have to say the paperwork required by the HEA is extensive. It's quite tough to have to, you know, meet up, match your experiences to all of these criteria" (Xen, 350-351).

The SFHEA application had not stimulated great changes to Xen's teaching practice. But Xen had intensified his involvement in departmental teaching and learning initiatives, and intensified his role as a mentor for junior colleagues:

> "I am not sure it alters anything in the classroom, but outside of it, it has enriched my thinking and has made me more committed to looking at things like the sharing of good practice and how we disseminate that and whether the systems that we have in place are rigorous enough to kind of keep that momentum going" (Xen, 475-477).

4.3.4.2 Ray

While completing a hard-applied PhD at a prestigious university, Ray had gained first-hand experience of teaching in HE with small tutorial groups. After his research focused postdoctoral positions abroad came to an end, Ray accepted a lecturing position at a teaching focused institution for a few years, before obtaining a teaching focused post at SRIU. During his first year at SRIU, Ray enrolled on the PgCertHE, which was mandatory for all new staff. Having taught different groups and class sizes over the years at different institutions, Ray realised "that I actually had to become a teacher" (Ray, 97-98). The PgCertHE at SRIU, as such, did not completely complement Ray's experiences but "definitely gave me some more tools to [teach]" (Ray, 98). Moreover, the PgCertHE provided an opportunity to be in contact with other colleagues at a similar career stage and with a similar interest in education, and to engage more theoretically with the scholarship of education.

After a change to the SRIU promotion and progression requirements, Ray was promoted to Senior Lecturer. As a result, he (333-344) felt an "expectation" to apply for SFHEA as he was "employed in a teaching-focused capacity". The SFHEA application process, through the SRIU recognition scheme, was, similar to Xen's experience, "very much a form-filling exercise", without much practical relevance for Ray's teaching practice (Ray, 411-412). As a result, Ray had taken on a more active role as the lead for teaching and learning to stimulate teaching within the department.

Despite Ray's growing involvement in and reputation for teaching and learning, disciplinary research remained important going forwards, similar to Tayle (below):

> "I suppose it's a question of identity and I haven't come to identify myself really very much with the HEA, whereas I do very much identify myself as a [hard-applied] so it's within that community that I really value recognition" (Ray 373-375).

4.3.4.3 Uma

Similar to Wade above, after working in a soft-applied industry in a senior position, Uma had accepted a Lecturer (teaching focused) post at SRIU, to pursue her ongoing interest in teaching and supporting learning. The taught PgCertHE programme, which was part of the probation requirements, could, according to Uma, not offer much compared to her previous experiences and insights:

> "I clearly did my PgCert in HE as part of my condition of employment. I am not sure I learned very much, I am not sure I found it very fulfilling or useful" (Uma, 36-37).

While in a Lecturer position for a few years, the university changed the promotion and progression requirements. This allowed Uma to progress to a teaching focused Senior Lecturer position, without the usual academic credentials, such as a PhD, and published outputs. Similar to Ray, a Senior Fellowship was seen as an expectation, not an explicit requirement, and Uma applied relatively early on through the SRIU recognition scheme. The SFHEA application was not experienced as an overly inspiring process. She filled in the forms and provided a successful narrative:

> "On [date] or something like that I applied for the senior Fellowship which was a week of my life filling forms, painfully trying to think of stories to tell about why I teach and what I do and how I do it" (Uma, 54-55).

Similar to Ray's trajectory, the SFHEA confirmed Uma's direction and provided the credentials to take on a more pronounced role in enhancing teaching and learning at a departmental level, as well as providing support and feedback to others on the recognition scheme.

4.3.4.4 Kim

Kim's interest in teaching and learning started as an undergraduate, when she participated as a mentor in a peer-learning scheme. She taught more regularly as a soft-applied PhD student at a research intensive institution. Kim developed her teaching further as a result of influential but informal mentoring that she received, and a short introduction to teaching and learning for doctoral students. After a postdoc position, Kim accepted a lecturer role at a UK research focused university. Here Kim undertook a PgCertHE, which was not accredited by the HEA. The course was part of the probation requirements but, similar to Paris, it was experienced as too generic for

Kim's practice. The lack of relevance was partly due to her previous experience of teaching in HE.

With a focus on developing the scholarship of teaching and learning within her discipline, Kim became increasingly disengaged with the pressure of disciplinary research, and the requirements of attracting grants and publishing. Having considered leaving academia, Kim accepted a teaching focused lecturing post at SRIU. Similar to Ray and Uma, the change in the SRIU promotion and progression requirements allowed Kim to progress to a teaching focused Senior Lecturer role. As an HEA Fellowship was positioned as desirable, Kim "decided to apply and go straight in for a Senior Fellow" (Kim, 79-80).

The external validation and recognition of her contributions and engagement by the HEA was valued, rather than having relevance for Kim's teaching practice:

> "I think by having it recognised by someone, by an external body, really validates what you are doing. [...], and I think that's a really strong thing to have on your CV. So I think it's more about recognising what you have done (Kim, 170-174).

Similar to Greer and Sal, Kim's trajectory showed a strong commitment to developing the scholarship of teaching and learning within her discipline, and besides contributing actively to the SRIU recognition scheme, she saw this as the main domain going forward for a teaching professorship.

4.3.4.5 Taye

Taye had taught while working towards an MA and later a soft-applied PhD outside the HE sector. He had planned to leave academia and pursue a different career in industry, but his enjoyment of the part-time lecturing in HE during the last stages of his PhD made him reconsider. After a postdoctoral position, and a few lecturing positions at different institutions, Taye accepted a teaching focused post at SRIU. Before arriving at SRIU, to develop his teaching practice further Taye enrolled on a subject specific introduction to teaching and learning offered by one of the HEA subject centres, the relevance of which for practice was questioned due to his previous experience.

It was during this course that Taye became aware of the HEA Fellowship and "sort of realised over time that actually that was going to be a really important thing in my career" (Taye, 176-177). After arriving at SRIU, to meet the probation requirements,

Taye enrolled on the SRIU PgCertHE, which led to FHEA. Although its relevance was questioned, similar to Elia, Ray and Kim, Taye particularly valued the informal engagement with colleagues on the taught programme.

After being promoted to a teaching focused Senior Lecturer position, Taye applied for SFHEA through the SRIU recognition scheme. The main motivation to do so was found in Taye's future career trajectory; "the Senior Fellow thing is a big tick in that route" (Taye, 220). The application process was experienced, similarly to Elia and Kim, as a reflective opportunity:

> "I actually quite liked that process, so you have to sort of put out case studies about your teaching, think about areas that could be developed […]. And so it gives you ideas for what the next steps might be" (Taye, 193-195).

Taye, similar to Greer, Sal and Kim, showed a strong commitment to the development of the disciplinary scholarship of teaching and learning. Although this aligned with Taye's teaching focused contract at SRIU, at the time of the interview he had accepted an appointment at a similar research intensive institution. This would rebalance his current teaching demands as part of the contractual obligations in favour of advancing Taye's scholarly interests.

4.3.4.6 Fable

Having done a degree at an overseas institution, Fable, similar to Taye, had taught part time outside the university context, during her MA and soft-pure PhD at UK universities. Towards the end her doctoral programme, Fable became a visiting lecturer at a different institution, and accepted a lecturing post at SRIU shortly afterwards. Fable's career had advanced at regular intervals and she had recently been promoted to Professor (research) at SRIU. Throughout these different roles, teaching had formed an important and valued part, but Fable had never undertaken any formal training. Her teaching practice, similar to Greer, Wade, Sal and Xen, was shaped over the years by responding to students, and through close collaboration with others. Despite being aware of the HEA and the Fellowship schemes since their early development, Fable, similar to Greer, did not consider applying at the time, due to the lack of institutional support and perceived lack of credibility.

The motivation to apply for SFHEA had come relatively recently and was stimulated by a variety of factors. Being in a leadership role, and aware of the wider pressures, obtaining recognition seemed useful:

> "[...] and TEF was introduced and we were looking [...] and one of the metrics clearly was a teaching qualification at which point I thought I had better do something about this because I don't have an official teaching qualification and yeah, so I put together my portfolio" (Fable, 55-58).

The application was experienced by Fable as uncomplicated and valued for providing recognition of her previous commitment but was not necessarily influential for her teaching practice. Nevertheless, similar to Sal at UA92, going through the application process made it easier for Fable to put in place support for others in her department to obtain a Fellowship.

4.3.4.7 Summary of the Senior Fellows at SRIU

Similar to the senior academics at UA92, for the Senior Fellows at SRIU engagement with the HEA Fellowships can be considered to have been the result of a mixture of intrinsic and extrinsic motivations. The senior academics at SRIU had a considerable interest in teaching and learning, and similar to their UA92 counterparts had developed this formally as well as informally over time. Similar to Greer, Wade, Elia and Sal, Kim, Taye and Fable were aware of the Fellowship scheme due to earlier encounters with the HEA. Although at a research intensive university, in line with their teaching focused contracts, Ray, Uma, and Kim had sought to take on roles and stimulate the development of teaching and learning within their school or department. Similar to Greer and Sal above, Kim and Taye expressed an interest in and commitment to teaching and learning by focusing on the development of the SoTL within their disciplines. This reflects the findings of Nevgi and Löfström (2015) and Stewart (2014), who state that some academics, over time, seek to rebalance their commitment to research and teaching in favour of the latter.

Similar to the Senior Fellows at UA92, almost all of the academics at SRIU related their motivation to apply for an HEA Fellowship to the institutional requirements for progression (Peat, 2015). Most of the Senior Fellows at SRIU, not too differently from their UA92 counterparts, experienced the application as procedural, with little direct relevance for their teaching practice, but as a reconsolidation and confirmation of previous engagements and commitments. FHEA was a requirement for the teaching focused career pathways (Ray, Uma, Kim and Taye). But the participants at SRIU considered it an advantage to have SFHEA recognition to secure further progression, and saw it as an expectation that was in line with their roles and responsibilities (see Ray and Fable).

4.3.5 Summary of the vignettes

This chapter has introduced the research findings. The vignettes of the participants, encapsulated within the stratified groups, have given an insight into the participants' individual motivations and experiences with the HEA Fellowships, and the structural setting stimulating their engagement. The findings so far highlight similarities with the emerging literature, supporting the credibility of the findings, as well as original contributions to new knowledge.

The taught introductions to teaching and learning leading to FHEA were positioned as mandatory for the early career academics. The participants (see Fellows at UA92) confirmed that these taught programmes were instrumental in developing their teaching practice and strengthening their confidence (Parsons et al., 2012; Prebble et al., 2004; Prosser et al., 2006). The senior academics at UA92 and SRIU who had undertaken a similar programme earlier in their careers confirmed these findings (Paris, Elia, Ray, Uma, Kim and Taye).

For the senior academics at UA92 and SRIU the recognition schemes were instrumental for obtaining SFHEA. Their experiences of the recognition scheme and motivations to engage need to be seen against the structural setting. By becoming an HEA fellow the participants met the requirements for progression (Peat, 2015; Spowart et al., 2015), and this was in line with the expectations of their role (Elia, Sal, Ray, Kim, Taye and Fable). Many senior academics did not find obtaining an HEA Fellowship complex, but it was not experienced as intellectually inspiring or stimulating, and was questioned as professional development to develop their teaching practice further. This might have implications for academic developers and the provision of recognition schemes (see section 5.3.3). Nevertheless, this chapter reveals that the recognition schemes were valued for the opportunity to consolidate and obtain recognition for previous engagements and commitments. This will be further explored in regard to the first research objective. Changes in commitment were reported as a result of obtaining SFHEA; for instance, participants became involved in the recognition scheme as mentors or assessors (Paris, Wade, Elia, Sal, Uma, Kim, and Fable), which will be further explored in regard to the second research objective.

The career trajectories of the participants in this study show diverse pathways into academia in alignment with the literature. Although there was variation, the majority of the participants had completed a doctoral programme, followed by a post-doctoral role, before moving onto an academic career (Becher and Trowler, 2001; Henkel, 2010;

McAlpine and Åkerlind, 2010; Strike, 2010). The career trajectories of Dale, Greer, Wade and Uma might represent more diverse routes into academia (Henkel, 2010; McAlpine and Åkerlind, 2010). Moreover, some participants (Greer, Sal, Ray, Uma, Kim, Taye and Fable) confirmed the findings of Nevgi and Löfström (2015) and Stewart (2014), who suggest that, over time, some academics rebalance their personal interest in favour of teaching and related scholarship, as will be developed below.

The vignettes highlighted that the HEA Fellowships played a role in participants' career trajectories. This indicates that the HEA Fellowships can play a crucial role in shaping academics' career trajectories, which will be further developed in regard to the second research objective. The HEA Fellowships confirmed their previous commitment to, engagement with and interest in research (Alex, Bay, Max, Paris, Wade, Elia, Xen, and Fable) or teaching (Greer, Sal, Ray, Uma, Kim, Taye). They supported the development of (possible) future trajectories or kept these options open (Dale, Bay, Max, Paris, Elia and Xen), and confirmed their experience and new directions (Sal and Fable). In combination with the structural setting they validated their pathways by meeting the probation requirements (Dale, Alex, Bay and Max), secured and confirmed past-present pathways by reapplying as Associate Professors (Paris, Wade and Elia), or were reaffirmed by progression onto newly created career pathways (Ray, Uma, Kim and Taye). Simultaneously, the vignettes show that the relationship between the HEA Fellowships, academics' commitment to and affiliation with teaching and research, and the role of the structural setting in allocating resources and creating opportunities is nuanced. This will be further developed in relation to academics' identities with regard to the first and second research objectives.

4.4 What is the influence of HEA accredited professional development?

4.4.1 Introduction

The previous section introduced the findings by presenting and summarising the individual vignettes within their stratified groups. From an individual perspective, each vignette introduced the moment the HEA Fellowships were introduced to the participant, the motivation to apply, how the application was experienced, and the role they might have played in developing the academic's teaching practice.

The sections below will explore the data further, develop the findings related to the first research objective and *contextualise the influence of the HEA Fellowships, in particular by exploring the institutional and wider context*. The research objective was formulated

while reviewing the influence of professional development (see Figure 2). To understand the influence of the HEA Fellowships on academics' identities it is important to understand the structural setting that steers engagement, motivations and career trajectories.

This section will build on the vignettes by briefly summarising the influence of HEA accredited professional development on academics' practice. The sections thereafter will contextualise the influence of the structural context, by exploring the role of the institutional support, probation and progression policies, and the wider context. The sections below include the experiences of early career academics, but focus mainly on the experienced academics in alignment with the research design. As argued in the literature review, this study concentrates on senior academics who have obtained SFHEA recognition, supplemented with a sample of FHEAs. This is because senior academics' identity trajectories are considered richer in their development and as a result the influence of the HEA Fellowships will come more fully into view (Austin, 2010, McAlpine et al., 2010).

4.4.2   What is the influence of obtaining an HEA Fellowship on practice?

The experiences of the early career academics, as the vignettes showed, were largely in agreement with the literature. According to the early career academics the taught programmes leading to FHEA were seen as beneficial, as they provided a theoretical and practical grounding for their teaching practice (Parsons et al., 2012; Prebble et al., 2004; Prosser et al., 2006). In line with their expectations, they were seen as a useful investment and valued for enhancing their practice and strengthening their confidence:

> "it's a necessary course to do [...] we need training and that training has definitely been helpful" (Alex, 695-698).

The HEA Fellowship was, however, experienced as supplementary or additional to the course. The HEA Fellowships were introduced towards the end of the taught programmes and participants became aware of them as they had to map their "skills and experience against the framework" as part of the final assignment, to "pass" the course (Dale, 232) (Turner et al., 2013).

The recognition schemes at both UA92 and SRIU supported academics in obtaining SFHEA (see Table 2). Most of the senior academics were critical of the type and format of the recognition schemes and their relevance for their practice. As the vignettes touched upon, the process of applying was not considered complex, but it was not seen as intellectually inspiring or stimulating either, which has not been documented or

discussed in the emerging literature. For most, it was, with reference to the title of this study, considered something they had to do, "a formality" (Paris, 114), or a "tick-box exercise" (Sal, 314), which required filling in lengthy forms, which were "kind of wordy" (Wade, 231), "incredibly dry and uninviting and bureaucratic" (Xen, 420).

Most of the participants questioned the relevance of the HEA Fellowships for the development of their teaching practice:

> "has it changed the way that I teach? No it hasn't really" (Ray, 437).

The participants made little reference to developing their skills, competencies or theoretical understanding as a result of obtaining SFHEA. The retrospective focus of collating and reflecting on previous experience and evidence was considered "self-validating [...], you are writing your own story, now whether it's true or not" (Uma, 528). In contrast to the experiences of early career academics on the taught programmes, the recognition schemes were not considered to have sufficient relevance for the day-to-day and ongoing practices of senior academics. For instance, neither the HEA Fellowships nor the DoP played a role in the evaluation and analysis of current practice, during collegial conversations, mentoring, and personal reflections.

> "I personally make no reference explicitly to the UKPSF in working with colleagues, […] and thinking about my own teaching" (Wade, 304-305).

In line with the emerging literature, most participants confirmed that the relationship between the recognition schemes and enhancement of practice needs to be considered with care (Botham, 2017; Shaw, 2017; van der Sluis et al., 2016). This has professional implications for academic developers who might want to review the provision of the recognition programmes to enhance their intellectual engagement and relevance for practice. Nevertheless, in hindsight, as the vignettes showed, most of the participants considered the application a reflective opportunity, and valued it as "[...] a confirmation of what you have done" (Elia, 375). This was seen in particular in relation to the institutional setting, which leads into the next section:

> "[...] and I think it helped me to think a bit more about how a teaching career looks [...] and how that builds when thinking about going [forward]" (Kim, 181-183).

The value of the HEA Fellowships in consolidating academics' previous commitment, engagement and investment, and their role in clarifying career directions will be revisited while exploring the second research objective.

4.4.3 What is the influence of the structural setting?

As the vignettes showed, most of the participants situated their engagement with the HEA Fellowships within the structural context. This section will discuss participants' awareness of the institutional circumstances and wider setting as the foundation for their engagement with the HEA Fellowships (Brew et al., 2017a; 2017b). The section will explore and situate the influence of the institutional resources available, the role of probation and promotion, and the wider setting stimulating their engagement.

4.4.3.1 What is the role of the institutional resources available for obtaining an HEA Fellowship?

The emerging literature has shown that institutional support and provision, and managerial involvement are crucial to stimulate engagement with the HEA Fellowships (Botham, 2017; Pilkington, 2016a; 2018; Spowart et al., 2015; Thornton, 2014). Institutional support for early career academics through a taught programme preceded the recognition schemes and is well established (Beaty, 2006; Smith, 2005; Parsons et al., 2012; Simon and Pleschová, 2013). The fellows at UA92 (Dale, Alex and Bay) expected that they would have to undertake some professional development and took it for granted that the institution would provide this. Similar expectations were expressed by the Senior Fellows at UA92 and SRIU (Paris, Elia, Ray, Uma, Kim, and Taye), who had undertaken a taught programme at an earlier stage of their careers.

As the vignettes showed, the recognition schemes, rather than direct applications, were instrumental for obtaining SFHEA. Many of the academics were aware of the HEA Fellowships at an earlier stage of their career, and recognised their growing importance for the sector, but only Wade and Sal had made a direct HEA application. For participants such as Greer, Elia, Taye and Fable, the institutional investment in the recognition schemes was indispensable to becoming an HEA fellow (Platt and Floyd, 2015; Thornton, 2014).

Most senior academics at UA92 and SRIU acknowledged the importance of the institutional resources available to obtain an HEA Fellowship. At an individual level, a few participants recognised and appreciated the work of the academic developers associated with the recognition schemes, who provided advice and guidance. At an institutional level, some participants recognised the difference that the recognition scheme and the academic developers had made in easing the process of obtaining an HEA Fellowship, for both themselves and their colleagues:

"The materials are quite good, there's a lot of support [...], so if you can be bothered to pull your finger out and do it, you will get support to do it" (Uma, 449-451).

The institutional investment in the HEA accredited CPD framework signalled a change in culture according to the senior academics. Relevant for academic leaders, the investment and resources provided, according to academics, indicated that institutions had started to take the HEA Fellowship seriously and raise the profile of teaching and learning. However, these reflections cannot be seen as independent from the participants' more critical observations. Many participants also recognised how institutions coerced academics to engage through institutional measures and the integration of the HEA Fellowships into the requirements for probation and progression, which leads into the next section (Di Napoli, 2014; Marginson, 2008; Peseta, 2014).

4.4.3.2 How did the institutional policies influence engagement with HEA Fellowships?

At UA92 and SRIU, the HEA Fellowships had become integrated with policies related to probation and promotion. The parallel pathways enabled participants to progress with teaching or research as their main domain (Peat, 2015, Pilkington, 2016a).

For the early career academics at UA92, the FHEA was mandatory for their probation, and interlinked with the requirement to undertake the taught programme. This requirement had made them aware of the role of the HEA Fellowship for their future careers (Peat, 2015). Considering the fluidity of their contractual appointments, as the vignettes showed, having obtained their FHEA was considered a useful 'transfer voucher' to another HEI (Alex, Max), as it evidenced their experience of, and engagement with teaching and learning. Nevertheless, the need to work towards SFHEA was set against their desired future career directions. Participants closer to a promotion (Alex, Bay and Max) had integrated the potential need for SFHEA into their future planning:

"So I suppose there is not much that I could do apart from accepting this idea" (Bay, 486-488).

However, obtaining SFHEA was strategically balanced against engaging in research. For most early career academics research was seen as more important in terms of personal satisfaction, and more credible in terms of promotion at UA92 and elsewhere (Åkerlind, 2010; Becher and Trowler, 2001; Hall, 2002). The strategic deliberations of

the early career academics will be further developed in regard to the second research objective. But academics' deliberations signalled that reward and recognition for teaching was not perceived to be equal to that for research, which has implications for the academic leaders responsible for developing the teaching career pathways.

For most senior academics, the progression policies were considered a "massive force" (Fable, 144-145), not only because of the financial implications, but also in terms of personal satisfaction and professional recognition (Cashmore and Ramsden, 2009; Cashmore et al., 2013; Locke, 2014a). They framed participants' engagement with the HEA Fellowships. For Wade and Elia at UA92, although interested in research, the SFHEA was mandatory, considering their responsibilities. As former Readers and Principle Lecturers they had to re-apply to become Associate Professors:

> "the senior Fellowship was kind of…a prerequisite, that [...] kick-started the urgency to apply" (Elia, 109-111).

For others, the SFHEA was not strictly a requirement, but had become an important signifier in relation to their role and responsibilities. For the senior academics at SRIU, the FHEA was a requirement to progress on a teaching focused pathway (c.f. Ray, Uma, Kim and Taye), but they felt that the SFHEA was an expectation:

> "[…] there wasn't direct pressure. [...] I would say there was some informal pressure, but nobody ever took me to one side and said 'you better apply for this [...]'. It became obvious" (Ray, 343-347).

Similarly, Sal and Fable perceived the SFHEA as an expectation, partly to set an example as a representative of the university, considering their departmental leadership. Paris and Zen focused on disciplinary research, but they felt very involved and engaged in teaching and learning and the SFHEA status reflected this. It also strengthened their portfolio going forward for a professorship:

> "So that was the perhaps pragmatic context in which I made that application but underlying that I also want to emphasise there is a passionate investment on my part" (Xen, 217-219).

Others (Greer, Sal, Ray, Kim, and Taye) had a strong commitment to the scholarship of teaching and learning within their discipline, and having SFHEA status validated and confirmed this interest. The role of an HEA Fellowship as a signifier in participants' academic identity trajectories will be revisited when exploring the second research objective.

Most participants did reflect on the influence of revisions to the structural setting. Senior academics, in particular at SRIU, felt that with the introduction of the parallel pathways the institution had become serious about rewarding and recognising learning and teaching alongside research. Together with the expectation that a growing number of academics would follow a teaching focused career pathway and have an HEA Fellowship, it was considered that this would help to create "a critical mass of academics who really do care about teaching", which would "influence the whole culture" (Ray, 478-481) (Platt and Floyd, 2015; Thornton, 2014).

Nevertheless, the credibility and recognition of the newly created HEA Fellowships had yet to become established. At the time of the interviews none of the participants had witnessed promotions using the full Climbing Frame (from Lecturer to Professor):

> "So actually it was a bit of a risk because […] they have never promoted anybody [on a teaching pathway], so how does that work?" (Sal, 502-504).

Many participants questioned whether the teaching pathway had been fully developed and matured. In comparison to research, the teaching pathway was not perceived as equal. Academic contracts focused on teaching comprise considerably more teaching hours and less time for scholarship and research so developing a portfolio for promotion seemed constrained. Although there are "clear criteria on the teaching" track (Fable, 343), amongst which SFHEA is "one of the things that you have to tick off" (Uma, 448), how, for instance, leadership and a portfolio with impact could be developed and evidenced over time was less clear. These findings are relevant for academic leaders, as they show that the creation of the teaching career pathways might initiate a change in institutional culture for teaching and learning, but that support for the pathways might need to be taken into consideration (Cashmore et al., 2013). Moreover, senior academics evaluated the institutional commitment to teaching pathways and HEA Fellowships against the volatile HE landscape, which will be discussed in the next section.

4.4.3.3   What is the influence of the wider setting?

Although not fully developed in the vignettes, the participants, especially the senior academics at UA92 and SRIU, located the institutional attention paid to the HEA Fellowships, against the pressures coming from the wider context, especially the significance of the league tables and the ranking of universities.

During their first year, the early career academics became aware of the institutional attention paid to the student experience, as well as retention and completion. Although presented as beneficial for their own development, they realised that the HEA Fellowships were "ultimately" driven by "the NSS scores [...] to satisfy the students and give them a good experience" (Alex, 448-449).

The senior academics at UA92 made explicit reference to the challenging position of the university as a result of the TEF outcome, the league table position, and the decreasing number of undergraduate applications. As a result, the management had put considerable pressure on departments, schools and individuals to address this. The senior academics felt that the HEA Fellowships and the issues at UA92 were "dovetailed together" (Sal, 668); the senior management team had made the HEA Fellowships mandatory as a means to address the poor reputation for teaching and learning (TEF Bronze). As a result, they questioned the institutional initiatives, and the top-down managerial working environment it had created. According to the senior academics at UA92, the institutional key performance indicator, which had made an HEA Fellowship requirement for all academics, and the revised policy for promotion, which required academics to re-apply as Associate Professors, had created a "demoralising culture" (Wade, 558). In contrast to a dialogical relationship between senior managers and academics (Billot et al., 2013; Platt and Floyd, 2015), at UA92 the HEA Fellowships were perceived as "enforced upon them", in an environment where academics were threatened with course closure, redundancy and demotion (Elia, 611). As a result, the HEA Fellowships were seen as "a big stick to beat" (Sal, 332-333) and "bash people over the head" (Wade, 554), for not "working enough", in order to enhance the student experience (Elia, 636). This was accompanied by a feeling of "disjuncture" (Wade, 114) between the pressures put on academics, and the absence of other institutional initiatives to address the structural issues, such as "very high staff/student ratios", and a lack of time and resources to support the students properly (Elia, 620).

The Senior Fellows at SRIU also located their motivation regarding the HEA Fellowships against the institutional background and wider setting. They made similar reference to the NSS, the TEF and the institutional reputation to attract students. This relationship was evaluated with care. But in comparison with the participants of UA92 it was less emotionally charged, as institutional threats of demotion and redundancy were absent. The senior academics recognised that the HEA Fellowships were "a very important driver" (Xen, 341), and the investment in the recognition scheme was linked to the institutional reputation in the TEF and other league tables. But engagement, in

comparison to UA92, was experienced as less managerial and top-down driven, and was seen as creating opportunities for individuals and departments, representing a pragmatic "shift in culture" (Ray, 264). In contrast to UA92, SRIU had experienced a growth in student numbers. The participants recognised that the revised progression policy and the inclusion of the teaching focused career pathway were means of addressing the change in student numbers:

> "you can appoint people who actually are putting in more teaching hours, that's a great thing for your department and also for your workload situation" (Taye, 554-555).

Aligned with a topic in the previous section, the pressures on universities to raise and maintain their reputation did raise concerns about the long term institutional commitment to the HEA Fellowships and their genuine intention to raise the profile of teaching and learning. National policies such as the TEF were seen as a positive development, as they placed "a bit more emphasis on the teaching practice and the Senior Fellowship" (Elia, 159). At the same time, many participants felt that the quantifying of the HEA Fellowship as a measure of institutional and individual performance might lower academics' and institutions' regard for, and genuine interest in, the HEA Fellowships. It was considered that counting the number and level of HEA Fellowships is serving "managerial priorities and not necessarily educational ones" (Greer, 467-468) (Di Napoli, 2014; Peat, 2015; Peseta, 2014; Thornton, 2014).

These findings have implications for academic developers, leaders and policy makers in regard to the ways in which the HEA Fellowships are presented and promoted at an institutional level. Institutional support for the recognition schemes and the integration of the HEA Fellowships within policies for probation and promotion might signal a change in the institutional reward and recognition for teaching and supporting learning (Cashmore et al., 2013). Academic managers might want to reconsider top-down approaches to stimulating engagement, as this might have an adverse effect in regard to the adoption of the HEA Fellowships, how professional development is taken forward, and how teaching career pathways are evaluated, which is currently not addressed in the emerging literature (Platt and Floyd, 2015; Thornton, 2014).

Academics' concerns about institutions' commitment to the HEA Fellowships and teaching career pathways will be revisited while exploring the second research question.

4.4.4 Summarising the findings related to the influence of the HEA accredited professional development

Building on the vignettes, this chapter has addressed the first research objective and provided a context for the second research objective. The first research objective was identified while reviewing the influence of professional development (see Figure 2). To understand the influence of the HEA Fellowships on academics' identities, it is important to illustrate and understand the structural factors that affect and steer their engagement, motivations and career trajectories.

Most participants confirmed that the relationship between the recognition scheme leading to HEA Fellowships and the enhancement of practice needs to be considered with care (Botham, 2017; Shaw, 2017; van der Sluis et al., 2016). Most indicated that the mode and retrospective orientation of the recognition schemes was not considered inspiring and did not stimulate an intellectual interest in teaching and learning. The emphasis on reflection and previous practice constrained their relevance for the development of ongoing practices. Nevertheless, the application was valued for its opportunity to consolidate previous commitments, engagement and investment by most senior participants. These findings are important and will be revisited while exploring the influence on academics' identities in regard to the second research objective.

The influence of the structural setting stimulating and limiting engagement with the recognition schemes was seen in various ways by the participants. As the vignettes concluded, the recognition schemes were instrumental for obtaining SFHEA. The fact that the recognition schemes were well resourced and provided support eased academics' applications, and signalled that the institutions took the HEA Fellowships seriously. Together with the revised policies for promotion, this was perceived as a change in the institutional reward and recognition for teaching and learning, stimulating engagement with the HEA Fellowships (Platt and Floyd, 2015; Thornton, 2014). Simultaneously, the institutional interest in and commitment to the HEA Fellowships and the creation of teaching pathways was not seen by most participants as independent of the wider HE setting. Most participants placed the institutional commitment to the HEA Fellowships against, for instance, the influence of the TEF, league tables, institutional reputation, and student numbers. This had led to top-down managerial cultures, in particular at UA92, where it had driven academics to engage with the HEA Fellowships (c.f. Spowart et al., 2015, 2019; Thornton, 2014). Moreover, it provided the background against which participants placed the institutional interest in the HEA Fellowships, teaching career pathways, and the allocation of resources for teaching and research. It had also led to questions about the institutional commitment

to teaching career pathways in the future, and regard for the HEA Fellowships (Di Napoli, 2014; Peseta, 2014).

Looking ahead to the next section, the findings regarding the first research objective suggest that the HEA Fellowships and the institutional changes in reward and recognition can make a real difference to the opportunities available for academics to consolidate and strengthen their commitment to and affiliation with teaching and learning. Simultaneously academics seemed to question the institutional commitment to the HEA Fellowships and the teaching career pathways, which has implications for their influence on academics' identities.

This section has explored some of the factors that influence the HEA recognition schemes. It has concentrated on the influence of the structural setting because of its relevance for the second research objective. It needs to be acknowledged that further work needs to be considered to fully understand the influence of the HEA Fellowships (Botham, 2017; Shaw, 2017; van der Sluis et al., 2016). Areas not explored here include, for instance, the role of the UKPSF DoP in problematising practice, and its use within micro cultures to inform and discuss practice.

Lastly, this section has highlighted some professional implications for academic developers, leaders and policy makers. The design of the recognition schemes, in particular the mode, retrospective orientation and content, could be reconsidered. Furthermore, the different ways in which engagement with the HEA Fellowships is institutionally embedded could be enhanced, in particular, the credibility of and support for teaching pathways (see section 5.3.3).

4.5 What is the influence of the HEA Fellowships on academics' identities?

4.5.1 Introduction

The vignettes highlighted that the HEA Fellowships played a role in participants' career trajectories in different ways. The previous chapter further contextualised the institutional circumstances, stimulating and directing academics' engagement. The sections below will explore the data further and develop the findings related to the second research objective - *explore the influence of the HEA Fellowships on academics' identities*.

Academic identity trajectories will be used as a conceptual tool to bring into view the influence of the HEA Fellowships on academic identities, and to structure this chapter (see section 2.5.4). The subsections below will first develop the seven academic identity trajectories that originate from the data in this study. These sections will bring into view how the HEA Fellowships might have shifted academics' affiliation with and commitment to teaching and research. This is followed by a section that will summarise and consolidate the influence of the HEA Fellowship on academics' teaching and research identities.

The seven academic identity trajectories observed in this study are illustrated with the help of the intellectual, network and institutional dimensions (see Figure 6). The three dimensions capture how the participants intentionally evaluated, constructed and negotiated their past-present affiliation with and commitment to their desired future directions as a result of the HEA Fellowships (Di Napoli and Barnett, 2008; McAlpine, 2012a; 2012b; McAlpine and Åkerlind, 2010).

The first section will introduce a common academic identity trajectory found among the early career academics. Thereafter the sections will concentrate on senior academics who had obtained SFHEA recognition in alignment with the research design.

The second section will illustrate a *past-present* trajectory, which is common among senior academics as a result of obtaining an HEA Fellowship.

The remaining sections will build on the second section and illustrate five distinct academic identity trajectories by looking into the *future* and academics' desired directions.

The seven sections will bring to the fore different degrees of saliency among research, teaching and leadership identities. In this study the salient identity is the academic identity that an academic feels most affiliated with and committed to (see section 2.5.4) (McAlpine and Åkerlind, 2010). To support the reader, each section is given a diagrammatic representation, building on Figure 5, which illustrates the (salient) academic identity trajectory explored.

The concluding section thereafter will summarise the influence of the HEA Fellowships on the academics' research and teaching identities, discuss the differences, and signpost the implications.

4.5.2 Validating and clarifying commitment to research (probation)

For the early career academics, the taught programme leading to an HEA Fellowship was mandatory for probation, but in line with their expectations (see vignettes). The programme was instrumental for developing their teaching practice and becoming more confident, self-secure, and efficient (Parsons et al., 2012; Simon and Pleschová, 2013). It supported changes within the intellectual dimension, in particular the identification with this aspect of being an academic:

> "I now see myself as a teacher in higher education" (Max, 434-435).

But the HEA Fellowships might not have shifted their desired academic identity trajectories, or led to changes in their salient identity affiliation (Austin, 2010). On the contrary, by obtaining an HEA Fellowship, the importance of research became reinforced:

> "I have found that I have enjoyed [teaching], but not to the same extent as I am passionate about research" (Alex, 851-852).

The intellectual affiliation with research or professional practice remained most salient, while exploring future directions. Alex, Max and Bay had completed their doctoral programmes relatively recently. This had socialised them in their discipline, and provided them with a sense of belonging (Austin, 2010; Henkel, 2000; Wisker et al., 2011). Looking forward, this is where they located their intellectual affiliation, alliance and future careers (see vignettes 4.3).

This needs to be set against the experience constraints within the institutional strand, or the range of responsibilities and tasks that come with the teaching role, including teaching hours, preparing unfamiliar subjects, providing student guidance and administration duties:

> "[...] probably the most difficult thing to ask an academic [is] how you are going to balance your time" (Max, 503-505).

Most of these responsibilities were relatively new to the early career academics, and were experienced as demanding and at times burdensome and stressful (Austin, 2010; Rice et al., 2000). Similar to concerns raised in the literature (Austin, 2010), participants felt an imbalance in terms of the allocation of resources for teaching, and the opportunity to remain connected to their research, a point that will be revisited below.

> "[...] but the teaching gets more and more… the responsibilities get more and more so it never gets any less [...]. I came to conclusion that this is just not

sustainable if you want your research to survive, you know, and I want the
research to more than just survive, I want it to thrive" (Alex, 702-706).

This was further reinforced by the perceived institutional commitment to a teaching
focused career trajectory. Investing in the HEA Fellowship as an early career academic
was seen as a means of securing a suitable future post at a different institution. As the
vignettes showed, the Fellows at UA92 indicated fluidity in terms of employment
(Austin, 2010; McAlpine and Amundsen, 2016). Obtaining FHEA was perceived as a
useful 'transfer voucher' to another HEI, evidencing engagement with relevant
professional development, and experience as a lecturer. But a teaching trajectory was
not perceived as a fully established and credible career pathway:

> "I think that I need to give research that priority because in terms of
> progression and promotion I think that would be a better contribution rather than
> going for the Senior Fellow. Don't get me wrong, I think that having the Senior
> Fellowship is something that helps in promotion but I truly believe that research
> is somewhat more important" (Bay, 368-372).

The concerns expressed by the early career academics in terms of workload allocation
and future opportunities might carry professional relevance for the academic leaders
responsible for their career progression. A reconsideration of the allocation of time for
research, teaching and professional development during the first year(s) of
employment might help institutions to retain early career academics and develop their
careers (Austin, 2010).

4.5.3 Confirming previous commitments to teaching

As the vignettes and the previous section (4.4) highlighted, in hindsight most of the
senior academics valued an aspect of obtaining a HEA Fellowship. Their previous
commitment to and investment in teaching and supporting learning was confirmed as a
result of obtaining the status of SFHEA.

Changes were found within the intellectual strand. In contrast to their involvement in
research, which was evidenced in the form of publications, most participants
recognised that there had been few other opportunities in the past to collate and
document their involvement in teaching and learning. The HEA Fellowship application
had brought to the fore their previous involvement, initiatives, achievements and
milestones, which otherwise might have remained undocumented (Shulman, 2012).
For most, the assessed portfolio was accompanied by a degree of pride. The validation
of these practices by the HEA as an external body provided a sense of credibility as

well as acknowledgement, which strengthened their affiliation with, and commitment to teaching and learning. This was linked to the network strand. It provided (e.g. Elia, Ray and Taye) or reinforced (e.g. Sal and Fable) participants' confidence, standing, and authority to speak out and take the initiative:

> "I think it's mainly about the kind of recognition of what has been done, and I think by having it recognised by an external body, really validates what you are doing" (Kim, 170-171).

Further changes in the network strand were found. As explored in the vignettes, as a result of becoming HEA fellows, participants (e.g. Paris, Elia, Sal, Zen, Uma, Kim, Taye and Fable) had become involved with the recognition scheme. They offered advice and guidance to colleagues in the process of applying for an HEA Fellowship, became assessors on the recognition scheme, and strengthened their roles as mentors for junior colleagues. But more significantly, they had taken leading roles for teaching and learning within their school or department, which will be further explored below (Nevgi and Löfström, 2015; Stewart, 2014).

> "I think, looking back on reflection, I think it's more a confirmation of what you have done, than [...] say.... bearing fruit, or being beneficial to your practice. It's more like a […] a certificate of approval that you can use to inspire others" (Elia, 356-362).

In terms of identity trajectory, the confirmation of previous commitments played a role in clarifying which direction they should take in terms of further investments.

> "And so it gives you ideas for what the next steps might be, so I actually found the process [...] quite helpful." (Taye, 195-196).

For some participants it led to a realisation and conformation of the importance of research or professional practice for their future directions (e.g. Paris, Elia, Wade, Sal, Zen and Fable). For others it provided confirmation in terms of moving on to their desired teaching career trajectory (e.g. Greer, Ray, Uma, Kim and Taye), as will be discussed in the following sections.

As such, the consolidation of previous practice and commitments in relation to teaching and learning strengthened the intellectual, as well as the networking dimensions, providing the confidence to engage with, and take the initiative and lead in, teaching and learning. However, looking forward, without changes in the institutional strand, the consolidation and confirmation of participants' intellectual affiliation with teaching and learning might largely have been a one-off affair, especially considering the findings in

regard to the first research objective. The pressures and demands brought by institutions to engage and meet the requirements had made their engagement with HEA accredited professional development a one-off exercise for most academics. Moreover, the application process itself was perceived as dull and uninspiring, and did not stimulate further intellectual interest in teaching and supporting learning (c.f. Di Napoli, 2014; Peat, 2014; Peseta, 2014). Therefore, the consolidation of previous engagements and commitments might be quickly forgotten soon after obtaining SFHEA by most academics without other institutional initiatives and mechanisms to maintain their engagement. This has professional relevance; academic developers and leaders might want to review how the recognition schemes could carry more relevance for academics' practice, and the opportunities available to continuously engage with professional development.

The next sections will build on this section and further develop the importance of changes in the institutional dimension, in particular promotion opportunities and the allocation of resources, which, as will be shown, steer or deter academics' affiliation with, and commitment to, teaching into the future.

4.5.4 Confirming future commitments to research (progression)

For the senior academics, one academic identity trajectory direction was the confirmation and affirmation of their salient research identities, similar to the early career academics. This might be considered an unexpected outcome considering the focus of the HEA Fellowships on teaching. As will be developed further, the institutional dimension plays a crucial role in this.

This section will focus on Paris and Xen, but includes Sal and Fable, as discussed below. Paris and Xen had applied for Senior Fellowships shortly after their successful progression to Associate Professorships with research as their main domain. Opportunistic to an extent, both reused sections from their Associate Professor applications, which contained "quite extensive documentation" on their involvement in and engagement with teaching practice (Paris, 294-295). Besides making effective use of their promotion, Paris and Xen expressed an affinity with teaching and learning, which was affirmed to be a result of obtaining SFHEA.

Within the intellectual strand, the HEA Fellowship had confirmed but not shifted their identity affiliations. Both considered teaching and engagement with students central to being an academic. Paris and Xen actively sought the integration of their teaching and research or professional practice:

> "I would be very unhappy to be just a researcher or to be a teacher without a connection to the oxygenating potential of research to develop classroom practice" (Xen, 76-78).

Intellectually their salient affiliation lay with their disciplinary research, in line with the literature on academic identities (Becher and Trowler, 2001; Henkel, 2010; McAlpine and Åkerlind, 2010):

> "[It] was an opportunity somehow to learn [more about teaching and learning, but] my scientific research is my priority" (Paris, 157-158).

Nevertheless, as a result of obtaining the HEA Fellowship, both Paris and Xen felt that changes had occurred in their network strand. For instance, Paris became a panel assessor on the UA92 recognition scheme and offered advice and guidance to others who were applying. She did this both out of interest and to "learn a bit more about what was behind the scheme because I never had been involved with the HEA" (Paris, 152-155). Already involved in mentoring and guiding junior colleagues, for Xen (222), the HEA Fellowship strengthened his confidence to "engage in a more robust dialogue". Moreover, they felt that the recognition for these roles had been acknowledged to a greater extent, signifying a change within the institutional strand, and culture:

> "[…] but what is great about something like this [HEA Fellowships] is that it does enable you to externalise it, to bring it into visibility, to have it recognised as meaningful work" (Xen, 550-551).

Looking forward, similar to Bay and Max, Paris and Zen considered it "quite a logical aspiration" to do more, but in the near future they did not expect to extend their commitment to teaching (Paris, 674). This was mainly in relation to the institutional dimension, or the institutional commitment to the HEA Fellowships (see first research objective). Similar to the concerns raised by Peat (2014), Paris and Xen considered the nomenclature or hierarchy of the HEA Fellowships to be truncated:

> "there is something missing [...] there is nothing [achievable] above Senior Fellows" (Paris, 703-705).

Similar to the Fellows at UA92, they expressed doubts about whether the teaching career trajectories were fully developed and rewarded to the same extent as research. Paris and Zen felt that there was an absence of other clearly defined and attainable teaching milestones or credentials that could be put forward for promotion (Cashmore and Ramsden, 2009; Cashmore et al., 2013). Not being able to document their engagement discouraged them from making a further investment in teaching and

learning (Shulman, 2012). The perceived difference between the research and teaching career trajectories and the clarity regarding how to document future investments in teaching practice carry professional relevance for academic leaders and will be further developed below.

4.5.5 Confirming experience and leadership

Similar to Paris and Xen, Sal and Fable considered their research identities or professional practice to be most salient. Within the intellectual strand, neither Sal nor Fable had experienced a shift in their research and teaching identities as a result of the professional development leading to SFHEA. As the vignettes showed, both Sal and Fable had a long term interest in teaching and learning, and both had recently been promoted to Professor for research. The HEA Fellowships had confirmed their previous and ongoing commitment to teaching and learning. Similar to Paris and Xen, this was considered an integrated part of being an academic:

> "to me the two go together, it's the reason why I have chosen this job" (Fable, 163-164).

In line with the professorial accolade, both evidenced a prolonged commitment to developing their discipline or professional practice, and their appointments were experienced as confirmation and an important source of recognition (Becher and Trowler, 2001; Henkel, 2000; Locke, 2014a). Within the network strand, they confirmed the role of disciplinary communities in sustaining their research identities (Becher and Trowler, 2001; Henkel, 2000; McAlpine et al., 2010):

> "I do like to do my research […], and it keeps me in touch with an interesting kind of national and international community [...]" (Fable, 170-171).

In terms of their academic identity trajectory, as a result of their professorial promotion, Sal and Fable had become more involved in academic leadership. The HEA Fellowship had supported this trajectory by confirming their experience and strengthening their authority to guide others. Its influence was felt in particular within the network strand. As academic leaders, Sal and Fable had gone through the process of applying themselves, to set an example as a representative of the institutions and understand what was required to support others. It had strengthened their local networks and institutional relationships with other departments such as academic development. For instance, Sal had become assessor on the UA92 recognition scheme, and Fable had invited academic developers to support her team. Confirming the importance of management involvement in the uptake and acceptance of the HEA Fellowships (Platt and Floyd, 2015; Thornton, 2014), Sal and Fable had used the HEA Fellowships to

mentor and develop individual academics and their teams. Aware of the wider constraints and institutional setting, Sal and Fable had used the HEA Fellowships as a means to bring together different objectives. This included attributing more importance to the student experience, developing their teams, and re-enabling staff in terms of their career progression opportunities:

> "I have used it to help develop my team [...]. [the HEA Fellowships] gives them sort of a focus, but they feel it's for promotion, but I think there is development in there. I suppose the team that I inherited were quite diverse [and needed development]" (Sal, 561-567).

Looking forward, both had considered applying for a PFHEA. But as their career trajectory had become crystallised by their professorial status focusing on research, so too had their academic identities and trajectories. Sal's salient affiliation continued to focus on professional practice. Research remained her main focus. However, Fable had tentatively started to collaborate on interdisciplinary and international projects related to the SoTL:

> "I think I am becoming more interested in the scholarship [...], as well as the kind of research side of things in my area" (Fable, 599-606).

4.5.6 Enabling and strengthening teaching commitments (progression)

The HEA Fellowship and the institutional requirement for progression at UA92 and SRIU had enabled Greer, Wade, Elia, Ray, Uma, Kim and Taye to progress on a teaching career pathway. This had strengthened their affiliation with teaching and learning and provided an alignment with their desired academic identity trajectory. This section will focus on Ray, Uma and Kim, who had embraced the opportunity to progress on a teaching focused contract. The strengthening of the teaching identities in this section cannot be understood without exploring its relationship with research. For Greer, Wade, Elia and Taye, the alignment between their intellectual affiliation and desired trajectory direction was more nuanced, as will be discussed in the next two sections.

Within the intellectual strand, the HEA Fellowship had confirmed and reinforced Ray's, Kim's, Uma's and Taye's intellectual interests, and their personal affiliation with teaching. As the vignettes showed, Kim, Uma and Taye had expressed an interest in, and passion for, teaching and learning well before becoming academics. This was indicated as an intrinsic desire or calling to become a teacher in HE, and a commitment to developing individuals and future generations of researchers or practitioners (Henkel, 2000; Macfarlane, 2004).

This career trajectory into the academic profession is new to the literature. According to the established literature, an interest in teaching and learning develops after socialisation into the discipline, but is not considered a prime motivator for becoming an academic (Becher and Trowler, 2001; Brew and Boud, 2009; Henkel, 2000; Nevgi and Löfström, 2015; Stewart, 2014). However, this trajectory into the academic profession would not have possible without changes in the institutional strand.

The opportunity to progress on a teaching focused career pathway was structurally enabled. Within the institutional strand, at UA92 and SRIU, the revision of the academic progression policies had created parallel pathways focused on either research or teaching. Both pathways have their own defined milestones, requirements and expectations, as well as descriptions of the roles, responsibilities and time allocation (Cashmore et al., 2013; Locke, 2014a). Until the structural changes, the career pathways of Greer, Ray, Uma, Kim and Taye had been truncated, with little prospect of further promotion, or obtaining resources and institutional recognition. This truncation was the result of the previous institutional emphasis placed on research related outputs for career progression, such as publications in peer-reviewed journals and grant applications (Brew and Boud, 2009; Locke, 2014a). As soon as the opportunity to progress on a teaching career pathway became established, Ray, Uma, Kim and Taye had obtained their SFHEA. This confirmed and provided the credentials for their involvement and engagement, and was considered an expectation for progression to a teaching career pathway:

> "I was not unhappy being a lecturer with no promotion prospects, but the moment they put the ladder in place I am like 'Well I probably should have a go at that'" (Uma, 689-690).

As a result of the alignment between academics' intellectual interests and institutional opportunities, a noticeable change was found within the network strand. Similar to Paris and Xen, Ray, Uma, Kim and Taye had become involved in the SRIU recognition scheme, providing advice and guidance to colleagues interested in obtaining an HEA Fellowship, and had taken on mentoring roles. But it had led to more substantial changes within the networking strand. Ray, Uma, and Kim had taken on additional roles within their school, department or institution in regard to leading in teaching and learning. As a result, they had begun to represent the university as spokespersons in regard to educational policies, regulations and mission statements. The change in the network strand transpired locally, strengthening their connections within the context of

the institution, while weakening their connections with (inter-)national disciplinary networks (Åkerlind, 2010; Hall, 2002; Henkel, 2000).

> "I think the most obvious way that it affects my work is in the administrative layout, I think now that I have been made [lead for teaching and learning] in the faculty [hard-applied], I think I am going to have more and more to do with quality assurance, and more and more to do with validating programmes, and regulations and thinking of ways to assure the quality of our teaching, [...]" (Ray, 423-427).

These findings have professional relevance for academic leaders. They show that the HEA Fellowships and teaching career pathways can create real opportunities for academic staff to concentrate on the enhancement of their teaching practices, and can contribute to significant cultural changes within schools, departments and institutions. However, the influence of the institutional dimension is more nuanced and does not only enable opportunities, as will be developed in the following sections.

4.5.7 Reconstruction of research commitments towards SoTL

The previous section signalled a different intersection of teaching and research identities for academics on a teaching career pathway. Paris, Xen, Sal and Fable expressed the intersection of their academic identities as integrated, with a salient research, and a valued teaching and leadership identity. The configuration of their academic identities was expressed as integrative and supplementary. In contrast, Greer, Ray, Uma, Kim and Taye described tensions within and between their academic identities. Their progression on a teaching career pathway had required a considerable degree of negotiation and reconstruction of their academic identities (Di Napoli and Barnett, 2008). This was, in particular, played out in the intellectual strand and a reorientation towards the SoTL, as an alternative to disciplinary research.

The HEA Fellowships and the opportunity to progress on a teaching pathway played a crucial role for career trajectories that otherwise might have become truncated and led to directions outside the academic profession (McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016). As the vignettes showed, Greer, Uma, Kim and Taye expressed a long-standing commitment to teaching and learning, as well as an intellectual affiliation with their disciplinary research or professional practice. However, during the early stage of their academic careers, Kim and Taye felt increasingly disenfranchised as a result of the commitment and investment required for disciplinary research, for example due to the pressure to attract grants and to write papers. Similar to the observations of Brew and Boud (2009), they felt that teaching, developing and

supporting students was intellectually and emotionally more satisfactory and rewarding. At an early career stage, the identity trajectories of Ray, Kim and Taye had reached a crossroads, and they had to make pragmatic decisions to overcome the tensions between the intellectual and institutional dimensions (McAlpine et al., 2010). Before embracing a teaching post at SRIU, Kim and Taye had considered leaving academia all together (see vignettes). Ray's trajectory had become interrupted, both intellectually in terms of ideas and breakthroughs, and institutionally due to the need to find a contractual appointment and funds to conduct research:

> "[...] nor did I have the sort of focus on research that I think I would have needed to be very successful in research. [...] I was sort of keeping my options open, [... and] was applying for both [teaching and research] sorts of jobs" (Ray, 121-124).

The changes in the institutional strand enabled Ray, Uma, Kim and Taye to stay in academia and progress on a teaching career pathway. However, this required the construction and direction of their intellectual interests towards the SoTL. Engagement with the SoTL is an institutional expectation at UA92 and SRIU for academics on teaching focused contracts. Essentially modelled, according to Uma (750), on the same standards and "process of doing the full-on piece of old-fashioned research", the outputs are perceived as providing an alternative to disciplinary research, while intellectually concentrating on the enhancement of teaching and learning in HE (Huber and Hutchings, 2005; Shulman, 2012). The SoTL offered (Greer, Kim and Taye) a degree of independence that is often not available for disciplinary research. In comparison to disciplinary research, according to the participants, SoTL does not require extensive (external) funding, and resource intensive methods for data collection. This allowed a degree of independence from the constraints associated with disciplinary research:

> "I can easily do the research that I want to do and publish [...] without any money because I have got the students here, it's cheap to do pedagogic research, it's kind of viable to do" (Kim, 287-289).

Intellectually, the SoTL offered an opportunity to remain connected with the research identities that the participants had developed during their doctoral studies and post-doc positions (Hall, 2002):

> "Because, I think if I had completely dropped everything, it would have been difficult to show that I was still committed to academia at all" (Ray, 187-189).

Simultaneously, it offered Greer, Uma, Kim and Taye an opportunity to carve out a new niche, and develop an institutional and national reputation for a particular and unexplored area of specialisation. For instance, without the intellectual socialisation and standing of a doctorate, it was Greer's MA in Education at a prestigious institution that had given him the confidence to develop and publish on the SoTL, build a reputation, and stay in academia:

> "I have subsequently published stuff of much better quality on [SoTL] than I had previously, and given conference papers and all that sort of thing, you know, from a much stronger base than I had done previously" (Greer, 231-233).

The HEA Fellowships and the teaching career pathways enable academics to affirm their affiliation with and commitment to teaching and learning into the future, as outlined above. Becoming a teaching focused academic requires a reconstruction of one's intellectual interest, and provides evidence that the SoTL, instead of disciplinary research, can be a source of academic identification (Bennett et al., 2016; Galloway and Jones, 2012; Geertsema, 2016; Simmons et al., 2013). Ray, Uma and Kim looked forward to strengthening their credentials for teaching and learning and meeting the requirements for further academic promotions. This included advancing their reputation and contribution to the SoTL nationally, and potentially becoming a Principal Fellow or a National Teaching Fellow (NTF). Initially satisfied with the opportunity to progress on a teaching career pathway, the tension between the intellectual and institutional dimensions had not been fully resolved for Taye, which is discussed in the next section.

In terms of professional relevance, this section shows that the SoTL plays an important role in reconstructing academics' intellectual interest. In this study, it was found to mediate between their disciplinary research and teaching interests and create opportunities for academics to establish their intellectual interest, and therefore it could be a stronger focus in the provision of professional development (Galloway and Jones, 2012; Simmons et al., 2013).

4.5.8 Renegotiation of teaching and research commitments

The previous section showed that not all of the participants had found a seamless alignment between their desired academic identity trajectory and the structural opportunities. Progression onto an academic career trajectory took place with a degree of renegotiation and reconstruction of their intellectual affiliations (Di Napoli and Barnett, 2008; McAlpine et al., 2010). This last section will develop how the HEA

Fellowships raised participants' awareness of their realised trajectories, and the institutional constraints to aligning their past-present, and their desired direction.

Due to the changes in the academic career pathways at UA92, Wade and Elia had to re-apply as Principal Lecturers to become Associate Professors (see vignettes). The application did not result in a change in the institutional strand for either of them (Ray, Uma and Kim), in terms of income, or allocation of responsibilities and time, but circumvented a demotion to Senior Lecturer. During the application for Associate Professor, Wade and Elia had put forward teaching as their main domain, for which a Senior Fellowship was a requirement. This partly reflected their intellectual affiliations. Throughout their careers, their roles had emphasised teaching and learning, and included course director, programme manager, and enrolment and induction coordinator. Unable to provide evidence of sufficient involvement in their discipline, in terms of research outputs, these roles provided the evidence that would present them most favourably for their applications:

> "Obviously [...], I used my teaching and learning as the main domain just simply because [...], my teaching involvement is stronger than my research" (Elia, 251-254).

The HEA Fellowships had confirmed their roles, responsibilities and involvement with teaching and learning. They had led to some changes in the network strand. Already well-established within institutional networks concentrating on teaching and learning, these became extended by becoming an assessor on the UA92 recognition scheme. But as a result of applying for HEA Fellowships and their Associate Professor applications, they realised that their past-present career trajectories "had taken time away from research" (Wade, 258). The allocation of institutional resources and the demands of their roles and responsibilities had stalled their intellectual interests, and constrained their desired career progression.

Looking forward, Elia and Wade expressed concerns about their career opportunities and the development of their intellectual interests. Similar to Paris and Xen, they questioned whether a teaching career pathway had been fully developed:

> "I am not sure whether there are any colleagues that have been promoted to [teaching] professor" (Elia, 452-453).

In particular, they questioned whether teaching was rewarded to the same extent as research (Cashmore et al., 2013; Locke, 2014a). Both Wade and Elia felt that the allocation of resources and the recognition of their departmental involvement in

teaching and learning were not matched with the institutional recognition and reward. During the re-application, they felt "profoundly let down by the institution", and "very undervalued" (Wade, 183). This needs to be set against the wider institutional constraints surrounding the HEA Fellowships at UA92, as discussed in regard to the first research objective.

In terms of their academic identity trajectory, similar to the Fellows at UA92, Wade and Elia expressed a desire for a balanced commitment to teaching and research. Wade had re-started his PHD, to meet the expectations of Principal Lecturer, and establish his credentials as an academic. Elia had a strong research portfolio before coming to UA92. Going forward, they considered that developing their research profiles would be intellectually more rewarding, and recognised by the institution. But currently their agency to make this happen was constrained by the structural setting:

> "if I were to go for professorship, then research would be more important [...].
> That may be five years down the line or maybe more than that" (Elia, 448-449).

Similar to Wade and Elia, Taye raised concerns about the difference between the teaching and research career pathways in terms of institutional resources, in particular the allocation of time, and progression opportunities. Similar to UA92, SRIU has created an academic pathway with its own milestones and expectations focused on teaching practice (Locke, 2014a). Initially this provided an opportunity for Taye, similar to Ray, Uma and Kim, to align his intellectual interest with a teaching focused career pathway. However, the two pathways are not considered equal in terms of the allocation of time for research/scholarship, and teaching (see Ray, Uma and Kim). Proportionately teaching pathways have considerably less opportunity to develop scholarship and professional practice. Looking forward, to develop his intellectual interest, similar to Wade and Elia, Taye desired to rebalance the allocation of teaching and research. To avoid being trapped in a constrained career trajectory by the institutional allocation of resources and opportunities for promotion, similar to Alex and Max, Taye had accepted an appointment elsewhere. This position would provide Taye with a balance between opportunities for teaching and research (see vignettes):

> "I do see the research as an important aspect of my job, even though it's
> teaching-focused, I think it's important that I can pursue that, […] to be a
> credible teaching academic" (Taye, 418-420).

Academics' interpretations and perceptions of the teaching career pathways, which came to the forefront in this and the previous sections, carry professional relevance for academic leaders and policy makers. The teaching and research pathways are not

considered equal in terms of the allocation of resources and opportunities for promotion and progression by academics. This has implications for how academics consider their future directions. For instance, the pathway specification and requirements might need some further consideration to ensure that both are perceived as viable careers.

4.5.9 Summary of the findings related to the influence of the HEA Fellowships on academic identity

This chapter has explored the findings related to the second research objective. The chapter has built on the vignettes and the first research objective to explore the influence of the HEA Fellowships on academic identities. The influence on academics' identities was developed using academic identity trajectories and their three dimensions, intellectual, network and institutional, as a conceptual tool (McAlpine, 2012b; McAlpine et al., 2010). The dimensions illustrated how academics' affiliation with and commitment to teaching and research had developed. Moreover, they brought forward the factors that influence HEA accredited professional development. This section will synthesise and discuss the main findings regarding teaching and research identities.

The HEA Fellowships, in combination with the institutional requirements for probation and progression, resulted in different academic identity trajectories, confirming and strengthening, as well as reconstructing and renegotiating teaching and research identities (see Table 7). Hereby a marked difference was found between academics that had moved onto a teaching career pathway in comparison to those on a research one, which requires further discussion.

For the early career academics, the taught programme leading to FHEA had enhanced their practice and confidence with teaching and supporting learning (Parsons et al., 2012). But obtaining an HEA Fellowship had not strengthened their identification and affiliation with teaching. Most early career academics considered the FHEA useful for their CV. It provided a transfer voucher, evidencing their understanding and involvement with teaching and learning, while looking for other employment. But looking forward, most had decided to reaffirm and reinforce their commitment to research. Advancement in research was considered more intellectually rewarding, and more valued by UA92 and other institutions to progress their careers.

For most senior academics, a past-present affiliation with and commitment to teaching and learning had become affirmed and validated as a result of the HEA Fellowship application. The HEA Fellowship, as such, played a crucial role in bringing to the fore

their previous involvement, initiatives, achievements and milestones, which otherwise might have remained undocumented (Shulman, 2012). For academics on research career pathways, including the early career academics, the HEA Fellowship led to some changes within the three academic identity dimensions, but mainly confirmed their past-present and desired future directions in research. Academics on research pathways described their academic identities as integrated or interconnected; a salient research identity alongside a valued teaching and leadership identity. These academics identified themselves as researchers, but valued their engagement with, and commitment to teaching and leadership. This is in line with the literature on academic identities, which shows that disciplinary research is a prime source of academics' intellectual affiliation and personal satisfaction, and sustains their career trajectories over time (Becher and Trowler, 2001; Henkel, 2000; McAlpine and Åkerlind, 2010). Moreover, the participants considered this in relation to the institutional strand. Academics felt that the institutions valued research over teaching for future career progression.

Senior academics that had moved onto a teaching career pathway described tensions within and between their research and teaching identities, which needed to settle. This became visible due to the substantial changes in the three academic identity dimensions. The HEA Fellowship partly confirmed and strengthened their past-present intellectual affiliation with, and commitment to teaching. This was further strengthened into the future by opportunities created in the institutional strand, i.e. the teaching career pathways. This confirms that professional development leading to an HEA Fellowship can, in the long term, strengthen academics' affiliation with, and commitment to teaching, if structurally enabled (Nevgi and Löfström, 2015; Stewart, 2014; van Lankveld et al., 2017). The teaching career pathways had led to a considerable reorientation in the network strand. By taking leading roles within their department or institution for teaching and learning, their networks had become locally transpired, requiring a reorientation away from their previous, often global disciplinary networks (Henkel, 2000). Changes within the institutional strand had created opportunities, but the participants had to incorporate and adjust to the requirements, expectations, and allocation of resources in line with their roles. This had led to renegotiations within the intellectual strand. Academics had reoriented their intellectual affiliations towards the SoTL, which partly aligned with their initial disciplinary field of specialisation (c.f. Galloway and Jones, 2012; Simmons et al., 2013). Moreover, the institutional allocation of resources was not considered to be equal between the research and teaching pathways. The latter required considerably more hours teaching students with less time reserved for research and scholarship. This made academics

question how they could sustain and build a portfolio for future progression, and maintain their intellectual affiliation and commitment. As a result, some academics on teaching career pathways had desired to rebalance their teaching and research commitments in favour of the latter.

As the findings regarding the first research objective highlighted, the institutional context plays a role here, in particular the managerial initiatives stimulating engagement with the HEA Fellowships. Top-down managerial initiatives at UA92 had made obtaining a Fellowship mandatory, especially as some senior academics had to reapply as Associate Professors on a teaching career pathway. This might have limited academics' agency to engage with the recognition scheme, and it had had a detrimental influence on the perceived value of the HEA Fellowships and their integration with desired future directions. At SRIU the HEA Fellowships and the teaching pathways were positioned as a new opportunity to advance academic careers. SFHEA was considered highly recommended, but not compulsory. This might have given the senior academics more agency to engage with the HEA Fellowships, and integrate them with their desired future direction.

This does not contradict the findings of Nevgi and Löfström (2015) and Stewart (2014), but adds that supporting and sustaining teaching identities into the future requires further consideration. In contrast to academics focusing on research, moving onto a teaching career pathway was accompanied by a degree of uncertainty in all three academic identity trajectory dimensions. Teaching focused academic identity trajectories require a considerable reorientation and renegotiation of academics' identities (Hall, 2002; McAlpine and Amundsen, 2016). This has implications for academic developers, leaders and policy makers in terms of the ways in which we can conceive, support, develop and sustain academics' careers into the future (Locke, 2014a; Cashmore et al., 2013). For instance, instead of a one-off engagement to obtain an HEA Fellowship, academic developers and leaders could reconsider how academic development could sustain and strengthen academics' affiliation with and commitment to teaching and learning throughout their careers. Institutional leaders and policy makers could reconsider how they stimulate engagement with the HEA Fellowships, the allocation of resources, and the progression requirements to strengthen academics on teaching career pathways. These implications will be fully developed in the next chapter.

The three academic identity trajectory dimensions have also highlighted the different factors that influence HEA accredited professional development, which are situated

within the frame of agency and structure (see Figure 3) (McAlpine et al., 2014; McAlpine and Åkerlind, 2010). For the participants in this study, the HEA Fellowships had supported the consolidation of past-present commitments and engagements, but had led to different academic identity trajectories, confirming and strengthening, or renegotiating their research and/or teaching identities. Identity affiliations and commitments are influenced by academics' individual past-present associations with teaching or research, their connection to local and global networks, the institutional opportunities to progress, and the allocation of resources and time. The next chapter will bring the factors found in regard to the first and second research objectives together.

Table 7: Academic identity trajectories observed in this study

Trajectory direction	Section and Figure	Dimensions	Academics (salient) identities	Summary	Participants	
					UA92	SRIU
Validating and clarifying commitment to research (probation)	Section 4.5.2	intellectual institutional	Research	Confirming and strengthening research identities for becoming an academic.	Dale, Alex, Bay and Max	
Confirming previous commitment to teaching	Section 4.5.3	intellectual	Teaching	Confirming, and strengthening previous commitment to and affiliation with teaching.	Paris, Greer, Wade, Elia and Sal	Xen, Ray, Uma, Kim, Taye and Fable
Confirming future commitment to research (progression)	Section 4.5.4	intellectual institutional	Research	Confirming and strengthening intellectual commitment to research identities.	Paris and Sal	Xen and Fable
Confirming experience and leadership	Section 4.5.5 **Error! Reference source not found.**	network institutional	Leadership	Confirming and strengthening of commitment to leadership identities.	Sal	Fable
Enabling and strengthening teaching commitment (progression)	Section 4.5.6 **Error! Reference ce source**	intellectual network institutional	Teaching	Enabling progression and strengthening of teaching identities.	Greer	Ray, Uma, Kim and Taye

	not found.					
Reconstruction of research commitment to SoTL	Section 4.5.7	intellectual institutional	Research	Reconstruction of research identities through the SoTL.	Greer	Ray, Uma, Kim and Taye
Renegotiation of teaching and research commitments	Section 4.5.8	intellectual institutional	Teaching and research	Renegotiation of teaching and research identities.	Wade and Elia	Taye

5 Conclusion

5.1 Introduction

After providing an overall conclusion, the sections below will summarise the main arguments, the findings and the implications. This will be followed by an outline of how the findings need to be understood, taking into account the limitations of this study, before looking forward to further investigations that might need to be considered.

The aim of this interpretive study was to explore the influence of the Higher Education Academy (HEA) Fellowships on academic identities. To ensure that the wider context was taken into account, the research aim was addressed through two research objectives.

The first research objective contextualised the influence of the HEA Fellowships by exploring the structural setting. *It concentrated on the institutional circumstances that mediate and stimulate engagement with the HEA accredited professional development.* This provided the background for the second research objective.

The second research objective *explored the influence of the HEA Fellowships on academic identities*.

The findings suggest that the influence of the HEA Fellowships needs to be understood against the institutional setting, in particular, the institutional mechanisms and policies that stimulate engagement. The HEA Fellowships, in combination with the institutional requirements for probation and progression, resulted in different academic identity trajectories, confirming and strengthening, as well as reconstructing and renegotiating teaching and research identities. Hereby a marked difference was found between academics that moved onto a teaching career pathway in comparison to those on a research pathway.

5.2 Summary of the main findings

5.2.1 Rationale and conceptual structure of the study

Central to this study are the *Higher Education Academy (HEA) Fellowships* (Hibbert and Semler, 2015; Lea and Purcell, 2015). The United Kingdom Professional Standards Framework (UKPSF) is a framework overseen by the HEA, and is increasingly adopted internationally (Flecknoe et al., 2017; HEA GN, 2018; Pilkington, 2018). The objective of the UKPSF is to support academics' and other staffs' initial and continuous professional development (CPD) in teaching and supporting learning,

leading to a Fellowship of the HEA (UKPSF, 2011; Lea and Purcell, 2015). To support academic staff in obtaining an HEA Fellowship, the majority of the Higher Education Institutions (HEIs) in the United Kingdom (UK) have an institutional CPD framework that is accredited by the HEA (Peat, 2015; Pilkington, 2016a; 2018).

HEIs' attention to the HEA Fellowships needs to be understood against the changing and volatile Higher Education (HE) policy landscape, in particular, the ranking of universities in the league tables and related metrics, such as the Teaching Excellence Framework (TEF) and the National Student Survey (NSS), which are used to determine institutional reputation (Blackmore et al., 2016; Cashmore et al., 2013; Gibbs, 2017; Turner et al., 2013).

To strengthen institutional reputations for teaching and learning, universities stimulate academics' engagement with the HEA Fellowships through different means, including revised policies for probation and promotion (Peat, 2015; Pilkington, 2016a; 2018). The HEA Fellowships and institutional policies have led to changes in the reward and recognition of teaching and research. They allow academics to concentrate their intellectual interest on advancing teaching and learning instead of disciplinary research or professional practice (Cashmore et al., 2013; Locke, 2014a; Strike, 2010). These developments have implications for the ways in which academics can conceive, support, develop and sustain their careers into the future (Locke, 2014a; Cashmore et al., 2013). This study has provided an original contribution by exploring the influence of these developments on academics' affiliation with, and commitment to teaching and research. Academics' affiliation with, and commitment to teaching or research are captured by the notion of *academic identities*, or how academics describe who they are (Becher and Trowler, 2001; Henkel, 2000).

Professional development is an ongoing and systematic process, which requires resources and investment from individuals and institutions. The intention of professional development is to enhance teaching practices, and strengthen academics' affiliation with, and commitment to teaching and learning (Fenstermacher and Berliner, 1985; D'Andrea and Gosling, 2005; Guskey, 2002). The latter was the focus of this study. However, the influence of professional development cannot be understood without paying attention to the structural setting that might create, as well as constrain, opportunities to engage with, and utilise it (Di Napoli, 2014; D'Andrea and Gosling, 2005). To ensure that sufficient attention was paid to the structural context, the research aim was structured in two parts (see Figure 2).

An emerging body of literature has started to explore the implementation of the recognition schemes (Spowart et al., 2015; Thornton 2014) and their influence on teaching practices, including work previously carried out by the author of this doctoral study (Botham, 2017; Shaw, 2017; van der Sluis et al., 2016; 2017). Departing from the emerging literature to provide an original contribution to new knowledge, this study concentrated on the influence of the HEA Fellowships on academic identities. The research aim was addressed through two research objectives.

The first research objective contextualised the influence of the HEA Fellowships, by exploring the structural setting. It concentrated on the institutional circumstances that mediate and stimulate engagement with the HEA accredited professional development. This provided the context for the second research objective.

The second research objective explored the influence of the HEA Fellowships on academic identities. This was operationalised by constructing academic identity trajectories and their three related dimensions.

Besides providing an original contribution to the knowledge the research aim carried professional relevance (Burgess et al., 2006; Wellington et al., 2005). Considering the current individual and institutional investment in HEA accredited professional development, understanding how academics navigate their identities and careers as a result of the HEA Fellowships will help to clarify how institutions and academic developers can support and enhance 'the working lives and career patterns of academics' into the future (Cashmore et al., 2013; Locke, 2014a, p.29).

In this study, academic identities were taken as a conceptual framework to organise and structure the findings, and connect them to an established body of literature (Bloomberg and Volpe, 2016; Cohen et al., 2011). The notion of academics' identities was taken as a mean how academics express their affiliation with, and commitment to teaching and research. How academic identities evolved over time was captured with the notion of academic identity trajectories. Academic identities, in this study, were considered plural, i.e. comprising different identities (for instance research, teaching and leadership identities), deriving from academic practices and their context (see Figure 4). It was assumed that rather than being stable and enduring, academic identities are subject to a continuous and dynamic process of construction and interpretation over time (Di Napoli and Barnett, 2008; McAlpine and Amundsen, 2016). The notion of *academic identity trajectories* was used as a conceptual tool to make visible how academics' identities might have changed over time. Investigating

academic identity trajectories involves an interpretive approach to research that concentrates on academics' *past-present* affiliations and commitments and how these are aligned with their desired *future* directions (see Figure 5). How academics shift their affiliations and commitments was illustrated by exploring changes in the three academic identity dimensions (intellectual, network and institutional) (see Figure 6) (McAlpine et al, 2014; McAlpine and Åkerlind, 2010; McAlpine and Amundsen, 2016).

In line with other studies investigating academic identities, such as those of Becher and Trowler (2001), Henkel (2000), McAlpine and Åkerlind (2010) and McAlpine and Amundsen (2016), an interpretive approach was taken to the research (see chapter 3). To ensure a sufficient understanding of the contextual influences, and contribute to the trustworthiness of the results, the data was collected using purposive-based sampling. Interviews (n=15) were conducted at two institutions, with comparable policies for probation and progression, but with markedly different reputations for teaching and learning. UA92 is a larger metropolitan post-1992 institution with TEF Bronze. SRIU is a smaller research intense campus university with TEF Silver (for more details Table 6).

The transcripts were analysed using thematic and narrative analysis, to understand the common themes and topics, as well as to ensure sufficient illumination of the participants' perspectives (Cohen et al., 2011; Elliott, 2005; Ritchie et al., 2014; Seidman, 2013).

5.2.2 Summarising the findings of the first research objective

The first research objective was identified to provide the context for the second research objective (see Figure 2). To understand the influence of the HEA Fellowships on academic identities, it was important to illustrate and understand the structural factors that influence and steer academics' engagement, motivations and career trajectories.

The conclusion in regard to the first research objective was that the influence of the HEA Fellowships needs to be understood against the institutional setting, in particular the institutional mechanisms and policies that stimulate engagement, and how academics experience the HEA Fellowships for their practice.

In line with the emerging literature, the participants confirmed that the relationship between the HEA Fellowships and the enhancement of practice needs to be considered with care (Botham, 2017; Shaw, 2017; van der Sluis et al., 2016). As a new

contribution to knowledge and with reference to the title of this dissertation, participants indicated that obtaining an HEA Fellowship was externally motivated and in line with the institutional expectations. The mode and retrospective orientation of the recognition schemes, which require participants to collate and reflect on previous experience and evidence, was not considered to inspire or stimulate academics' intellectual interest in teaching and learning. Nevertheless, the application was appreciated for the opportunity it gave academics to consolidate previous commitments and investments in teaching, which otherwise might have remained undocumented (Schulman, 2012). The consolidation of past-present engagement was valued by participants and supported the reconsideration of their academic identity trajectories.

The influence of the structural setting was felt in different ways. Institutional attention to the HEA Fellowships signalled a change in reward and recognition. This was strengthened by the changes in progression opportunities at both institutions. The revised progression policies allowed academics to progress on a career pathway focused on teaching, for which an HEA Fellowship was a requirement, or research (or enterprise and professional practice at UA92). Simultaneously the institutional allocation of resources situated the HEA Fellowships and the teaching career pathways in a particular way.

The recognition schemes were instrumental for obtaining SFHEA, as the participant vignettes showed. Academics' applications for an HEA Fellowship were eased by the institutional resources and support available for the recognition schemes. Together with the revised policies for promotion this was perceived as a change in the institutional reward and recognition for teaching and learning, stimulating engagement with the HEA Fellowships (c.f. Platt and Floyd, 2015; Thornton, 2014). At the same time, the institutional setting, managerial involvement, and wider HE context played an important role in academics' evaluation of the HEA Fellowships. According to the participants, the institutional commitment to the HEA Fellowships was driven by, for instance, the Teaching Excellence Framework and the league tables defining the institutional reputation, as well as student numbers, and the student experience or the National Student Survey (NSS). This had led to top-down managerial cultures, in which obtaining an HEA Fellowship had become perceived as an obligation in order to meet the institutional expectation, or requirements for promotion. In particular, at UA92, a post-1992 institution with a lower-ranking reputation for teaching and research and decreasing student applications, obtaining a Fellowship was externally motivated by threats of demotion, redundancy and course closure. At SRIU, a smaller research intensive campus university, with a higher-ranking reputation for teaching and

research, engagement was situated against the pragmatic need to accommodate growing student numbers. As a result, this had led to questions about the institution's genuine interest in the HEA Fellowships and its commitment to the enhancement of teaching and learning, and diminished their perceived value for academics (Di Napoli, 2014; Peseta, 2014). Moreover, many participants evaluated the opportunity to embrace the newly created teaching pathways, which require an HEA Fellowship, against the volatile HE landscape. They felt that the institutional commitment to the teaching career pathways had to be established, and that the opportunities to progress were not fully developed and credible in comparison to research.

As such, the wider HE context and the institutional circumstances provide an important context for the influence of the HEA Fellowships on academics' identities, which is explored in the next section.

5.2.3 Summarising the findings in regard to the second research objective

The second research objective explored the influence of the HEA Fellowships on academic identities. To illustrate this influence, the academic identity trajectory and its three related dimensions (the intellectual, network and institutional dimensions) were used.

The conclusion in regard to the second research objective was that for the early career academics the taught programmes leading to FHEA had enhanced their practice and confidence with teaching and supporting learning (Parsons et al., 2012). But obtaining an HEA Fellowship had not strengthened their identification and affiliation with teaching. Most early career academics considered their FHEA useful for their CVs and future employment, as a transfer voucher that evidenced their understanding of, and involvement with teaching. But looking forward, most had decided to reaffirm and reinforce their commitment to research, as it was considered more intellectually rewarding and valued by institutions to advance their careers.

For most senior academics the HEA Fellowships had offered an opportunity to consolidate and evidence their past-present investment in teaching and supporting learning. The consolidation had strengthened academics' affiliation with, and commitment to teaching, but resulted in different academic identity trajectories (see Table 7). The HEA Fellowships in combination with the revised policies for promotion, which allowed academics to progress on research or teaching pathways, had offered different opportunities to align individuals' past-present commitments and affiliations

into the future. Looking forward, participants' teaching and research identities had been validated and confirmed, as well as reconstructed and renegotiated with their desired directions (McAlpine et al. 2010; McAlpine and Amundsen 2016). Hereby a marked difference was found between academics that had moved onto a teaching career pathway in comparison to those on a research one, which requires further discussion.

For most senior academics on research career pathways the HEA Fellowships had stimulated some changes in their networks, for instance by becoming mentors for HEA Fellowship applicants and assessors on the recognition scheme. Looking forward, these participants, including the early career academics, had decided to reinforce their affiliation with and investment in research or professional practice. This might need to be understood in the context of the literature that suggests that research identities are usually the prime source of academics' intellectual affiliations and personal satisfaction and sustain their career trajectories over time (Becher and Trowler, 2001; Henkel, 2000; McAlpine and Åkerlind, 2010).

However, academics who primarily associated themselves with research considered this in relation to the structural setting. In alignment with the first research objective, academics situated the institutional interest in the HEA Fellowships against the wider HE setting, especially the metrics defining the institutional reputation, such as the TEF and student satisfaction survey (NSS). The HEA Fellowships and the teaching career pathways signalled that institutions had begun to reward and recognise academics' investment in teaching and learning. Equally, most academics at both institutions felt that the universities continued to value research over teaching. The teaching career pathways in comparison were not considered to be equal in terms of resources and future opportunities. Examples included: the allocation of time for teaching and research; equal career opportunities, such as the absence of clear and defined milestones; and examples evidencing progression using the full scale of the teaching career pathway.

For academics that had moved onto a teaching career pathway, the HEA Fellowship had partly confirmed and strengthened their past-present intellectual affiliation with teaching into the future. This confirms that professional development leading to an HEA Fellowship can, in the long term, strengthen academics' affiliation with, and commitment to teaching, if structurally enabled (Nevgi and Löfström, 2015; Stewart, 2014).

However, marked differences were found between academics that had moved onto a teaching career pathway in comparison to those concentrating on research. Moving onto a teaching career trajectory led to substantial changes within the three academic identity dimensions. For instance, within the network strand, academics had taken on leading roles within their school, department or institution in teaching and learning. Their networks had become locally transpired, requiring a reorientation away from their previous disciplinary networks. Although the institutional promotion policies had enabled their progression, participants had to incorporate and adjust to the requirements, expectations, and allocation of resources in line with their teaching roles. This had led to renegotiations within the intellectual strand. Academics had to reorientate their intellectual affiliations towards the Scholarship of Teaching and Learning (SoTL), which partly aligned with their initial disciplinary field of specialisation. Moreover, academics on teaching contracts expressed similar concerns to those who had maintained their research affiliations. The institutional allocation of resources to the research and teaching career pathways was not considered to create equal opportunities. The latter required considerably more hours teaching students with less time for research and scholarship. As a result, academics questioned how they could sustain and build a portfolio for future progression, and maintain their intellectual affiliations and commitments. As a result, some academics on teaching career pathways desired to rebalance their teaching and research commitments in favour of the latter.

Institutional differences, in particular managerial initiatives stimulating engagement with the HEA Fellowships, play a role here too. At UA92, obtaining an HEA Fellowship was positioned as mandatory; for instance, senior academics who had to reapply as Associate Professors on a teaching career pathway had to obtain SFHEA. This might have limited academics' engagement with the recognition scheme and as a result had a detrimental influence on their perceived value of the HEA Fellowship, and its integration with their desired future directions. At SRIU, the HEA Fellowship and teaching pathways were situated as new opportunities to advance academics' careers, for which the SFHEA was considered highly recommendable, but not compulsory. This might have given the senior academics more agency to engage on a voluntary basis and integrate the HEA Fellowships within their desired future directions.

The differences between academics on research and teaching career pathways highlight the differences within the configuration of their academic identities. Academics who had reinforced their affiliation with research described their configuration of academic identities as integrated or interconnected. Their academic identities

constituted of a salient research identity, alongside valued teaching and leadership identities. These academics identified themselves as researchers, but valued their engagement and commitment to teaching and leadership (Becher and Trowler, 2001; Henkel, 2000).

In contrast, academics that had moved onto a teaching career pathway described tensions within and between their research and teaching identities. This was expressed by a degree of change in all three academic identity trajectory dimensions, as was briefly illustrated above. It required a degree of renegotiation of their intellectual field of interest, as well as reorientation of their networks, and adjustment to the institutional requirements. As such, moving onto a teaching career pathway might require a considerable reconstruction of what it means to be an academic. This has implications for the ways we support and develop these academics' careers, as will be outlined below (Locke, 2014a; Cashmore et al., 2013).

5.3 Implications

The previous section summarised the rationale for, and findings of this study. This section will discuss the implications for practice of evaluating the HEA Fellowships and academic identities. This is followed by a review of the implications for academic developers and leaders.

5.3.1 Evaluating HEA accredited professional development

The literature review started with a brief survey that evaluated professional development for teaching and learning, which provided the structure for this investigation (see Figure 2). This section briefly summarises and refines the evaluative frame for professional development, in the context of the HEA Fellowships, as a result of the findings.

The findings of this study suggest that the linear relationship proposed by Guskey (2002), between professional development, the enhancement of practice, and the strengthening of teachers' affiliations and academic identities, needs to be considered with care in the context of the HEA Fellowships (see Figure 7). As the findings show, the influence of HEA accredited professional development is framed by structural, as well as individual factors (D'Andrea and Gosling, 2005; Bostock and Baume, 2016; Stefani, 2011).

The HEA Fellowship application brought to the fore academics' previous involvement, initiatives, achievements and milestones, which otherwise might have remained undocumented (Shulman, 2012). The emerging literature shows that the influence of HEA accredited professional development for ongoing practices might need to be considered with care (Shaw, 2017; van der Sluis et al., 2016). Although not the focus of this study, this was confirmed by the findings in regard to the first research objective. For instance, the mode and orientation of the recognition schemes did not stimulate intellectual engagement with teaching and learning or inform ongoing practice, which could be an area for further enhancement and investigation.

The structural setting influenced the outcomes in different ways. For instance, the institutional resources available and support for the HEA Fellowships and the creation of teaching career pathways signified that the institutions had begun to recognise and reward teaching and learning. This provided an 'opportunity structure', easing and stimulating engagement, and for some academics it had strengthened their identification with teaching into the future (McAlpine and Amundsen, 2016, p.24). Simultaneously the institutional circumstances and pressure from the wider HE context situated their engagement with the HEA Fellowships. For instance, participants located their motivation and engagement against the institutional pressures, which have led to top-down and pragmatic managerial cultures (Di Napoli, 2014; Peseta, 2014).

It is acknowledged that to fully understand the influence of the HEA accredited professional development further work needs to be considered. But this study has shown that investigating the influence of HEA professional development within the frame of agency and structure provides a useful structure to ensure that it is evaluated from sufficient angles.
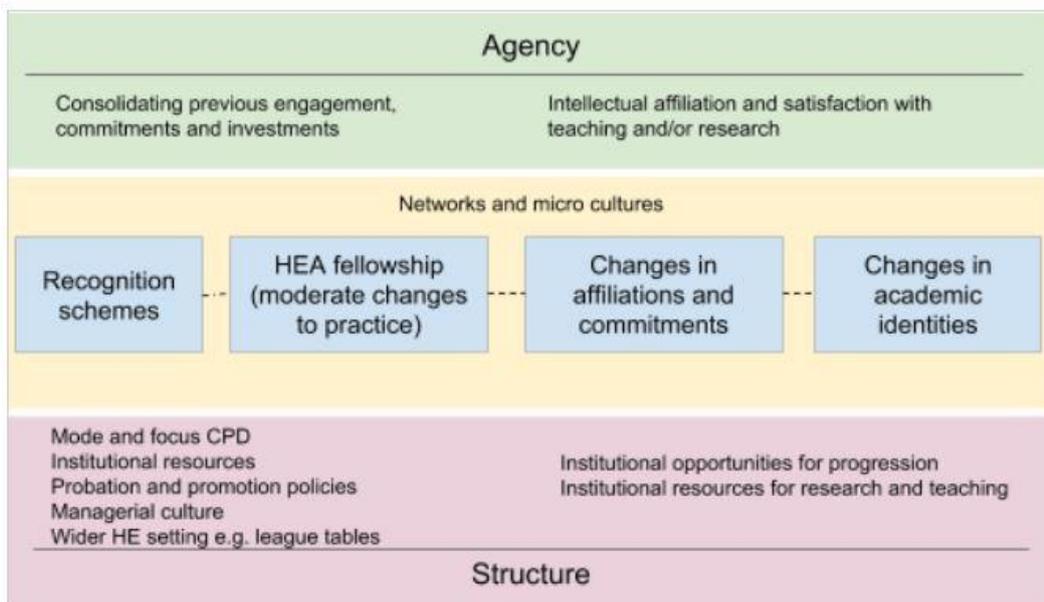
Figure 7: Frame to evaluate the influence of HEA accredited professional development

5.3.2 Understanding academic identities in the context of the HEA Fellowships

This study has provided an original contribution by exploring the influence of the HEA Fellowships on academic identities. Theoretically, this study first confirmed that academic identities in the context of the HEA Fellowships need to be considered as plural, integrative and evolving over time (Di Napoli and Barnett, 2008; Elliott, 2005). The *identity trajectory* as a theoretical framework considers identities broadly, and is mainly applied to early career academics (McAlpine and Åkerlind 2010; McAlpine, 2014; McAlpine and Amundsen, 2016). This study applied the notion to identities in the academic setting and concentrated on senior academics. It showed that the *academic identity trajectory* provided a useful frame to bring into view how changes in the structural setting might affect senior academics' research and teaching identities, whereby it needs to be acknowledged that the wider set of academic identities might integrate aspects of: research, teaching, professional, administration, service, management, leadership, enterprise, and academic development identities. In particular, the three dimensions (intellectual, network and institutional) provided useful domains to illustrate how academics' affiliations and commitment evolved over time. Therefore, as a framework, the academic identity trajectory could be applied to other studies that aim to explore how the structural setting might affect what it means to be an academic over time.

Another original theoretical contribution of this study is that, for the first time, the notion of academic identities has been understood through the lens of the HEA Fellowships

and the UKPSF. The findings have not only added to the knowledge and understanding of the HEA Fellowships, but have also contributed to the notion of academic identities. For instance, this study shows that the integration between the different academic identities might need to be taken into account in the context of the HEA Fellowships. The findings in regard to the second research objective showed that a marked difference was found between academics on teaching and research contracts. For both, the HEA Fellowships had provided an opportunity to consolidate past-present commitments and investments in teaching and learning. Looking forward, this had led to some changes for academics on research career pathways, especially in their network strand, but it had not shifted their salient affiliations and commitments. These academics identified themselves as researchers, but valued their engagement and commitment to teaching and leadership (Becher and Trowler, 2001; Henkel, 2000). They described the configuration of their academic identities as integrated, a salient research identity, alongside valued teaching and leadership identities (Becher and Trowler, 2001; Henkel, 2000). Moving onto a teaching focused career pathway, in contrast, might lead to more profound questions about what it means to be an academic. These academics described tensions within and between their academic identities, which became settled for some but not all of the participants over time. They had to consider their past-present affiliations with research and teaching into the future. This became visible through a considerable renegotiation of academics' intellectual interests, as well as a reorientation of their networks, and adjustment to the institutional requirements. These differences have implications for the ways we can support, develop and sustain academics' careers into the future (Locke, 2014a; Cashmore et al., 2013). These are related to academic development, and institutional support, as will be discussed in the next section.

5.3.3 What are the implications for academic developers and institutions?

Cashmore and Ramsden (2009), Cashmore et al. (2013) and Locke (2014a) on behalf of the HEA, have explored the difference in the reward and recognition of teaching and research, and related institutional policies for probation and promotion, albeit not in the context of the HEA Fellowships. They have provided general guidance and recommendations for academic leaders. Building on these reports, the insights of this study make it possible to make tangible recommendations that are directly related to the HEA Fellowships. The findings discussed above provide suggestions regarding how academic developers, leaders and policy makers could further support academics in their diverse career trajectories (Henkel, 2010; Locke, 2014a; Macfarlane, 2011; McInnis, 2010; Whitchurch, 2008; 2010). This section will summarise the implications

found, structured around the insights deriving from the three academic identity trajectory dimensions.

Implications regarding the mode and orientation of the HEA accredited professional development might need to be considered. In comparison to early career academics who had undertaken a taught programme, senior academics questioned the relevance of the recognition schemes for the enhancement of their practice (see findings regarding the first research objective) (Shaw, 2017; van der Sluis et al., 2016). Applying for SFHEA was experienced as a form filling exercise, and not perceived to stimulate interest in teaching and learning. To avoid academic development being derived from an intellectual contribution and the HEA Fellowship being little more than a tick-box exercise to fulfil universities' expectations, the meaning and relevance of the recognition schemes should be enhanced (Di Napoli, 2014; Peseta, 2014). A fully taught provision is considered inappropriate for senior academics (Pilkington, 2016b). But, instead of relying on retrospection and reflection as the primary mode of professional learning, which according to most participants did not carry sufficient relevance for day-to-day practices, the recognition schemes could attempt to strengthen, for instance, the intellectual, scholarly and interdisciplinary perspectives of learning and teaching. By including, for instance, an inquiry into, and evaluation of academics' teaching, resulting in a contribution to the SoTL, meaning for practices could be re-instilled in the HEA Fellowship application (D'Andrea and Gosling, 2005; Pilkington, 2016b; Rowland, 2003).

To strengthen the notion of continuous professional development, staged professional development could be considered as an alternative to the recognition schemes. Staged professional development, tailored towards particular roles such as module leader, course director and head of department, would provide professional relevance throughout academics' careers, rather than offering professional development that ends after the highest achievable HEA Fellowship has been obtained (D'Andrea and Gosling, 2005; Peat, 2014). Moreover, staged professional development could strengthen academics' intellectual engagement and affiliation with SoTL over time, as well as providing alternative credentials, which could be formulated as milestones and put forward in a portfolio for promotion (c.f. Cashmore et al., 2013).

Beside alleviations to make professional development leading to an HEA Fellowship more meaningful, more fundamental questions could be raised. Going beyond the professional setting and scope of the research aim of this study (Burgess et al., 2006; Wellington et al., 2005), a critical debate might need to be held within the HE sector

about the purpose and value of the HEA Fellowships. For instance, based on the findings, a critical evaluation of how the HEA Fellowships contribute to the enhancement of teaching competencies and skills based on retrospection and reflection might be needed (Edwards and Nicoll, 2006; Macfarlane and Gourlay, 2009; Nicoll and Harrison, 2003); or how they contribute to the recognition and reward of teaching and learning, considering the close alignment with managerial objectives to protect institutional reputations (Di Napoli, 2014; Peseta, 2014). A first step is to disseminate the findings of this study through relevant professional networks such as SEDA, EAIR and the Higher Education Institutional Research Network (HEIR), after completion of this thesis.

One of the recurring themes within the findings deriving from the first and second research objectives is related to the institutional strand. Participants questioned the equity of research and teaching career trajectories, in particular the allocation of resources for the latter. The allocation of resources between teaching and research career trajectories was not experienced and perceived as creating equal opportunities for the future. In particular, the different allocations of time available for teaching and research/scholarship was mentioned. With considerably more teaching responsibilities, participants on teaching career trajectories raised concerns about their opportunities to advance and maintain their scholarly and research engagement. To avoid teaching career trajectories becoming perceived as restricted pathways, or a 'second class option, which is pursued by those that have failed at research' (Wade, Ray and Uma), or as an extension of hourly paid lecturers, due to appointing "people who actually are putting in more teaching hours" (Taye, 559), and as constrained career trajectories (Wade, Elia and Taye), institutions might want to reconsider the allocation of resources, and create other development opportunities to engage academics intellectually (c.f. Cashmore et al., 2013, p.26; Locke, 2014a; Lopes and Dewan, 2014).

The allocation of time relates to another theme deriving from the institutional strand. Participants on research and teaching career trajectories (e.g. Paris, Elia, Sal, Uma, Ray and Taye) doubted whether the teaching career pathways were fully developed. For instance, participants questioned the ability to progress onto the full scale and become a professor for teaching and learning (Strike, 2010). This was reinforced by the lack of clarity around the expectations for promotion, such as the weight of scholarly outputs, or achievements or milestones that academics can work towards. To support academics on teaching career pathways, academic developers and institutional leaders could consider establishing a mentoring scheme, or a network to support the SoTL. Academics who have advanced their careers in terms of teaching and learning could

support earlier career academics with similar aspirations. An institutional network to stimulate SoTL could help to spread good practice, bring together academics in similar roles, stimulate research and support the production of outputs. To strengthen the teaching career pathways and make them a viable and equal route for promotion, institutions could instil credibility and confidence by clarifying and extending the requirements and expectations (Cashmore et al., 2013; Locke, 2014a).

Noticeable changes were found within the network strand for academics on a teaching career pathway. Those on teaching career pathways had taken on additional roles, including school, department and institutional leads for teaching and learning. Within these roles academics have begun to represent the university by becoming spokespersons in regard to educational policies, regulations and mission statements. Although vital for the university, how these roles would benefit academics' careers was questioned. To strengthen the status and academics' investment in these roles their recognition could be enhanced. Where roles are created ad hoc and locally situated, the impact and involvement could be documented on completion. This could make academics' involvement in teaching and learning tangible, and the evidence could supplement published SoTL outputs (Shulman, 2012). Institutions could formalise and standardise some of the leading roles for teaching and learning, and these could be aligned with expectations for promotion (Cashmore et al., 2013).

Lastly, although not universal in the sector, the tight integration between the HEA Fellowships, the teaching career pathways, and top-down managerial approaches to meet institutional objectives might also require a fuller debate in the sector. The findings of this study suggest that in contrast to Platt and Floyd (2015) and Thornton (2014) a more critical debate might need to be held in regard to how coercion, resistance and compliance might play a significant role in the adoption and experience of the HEA accredited professional development (Di Napoli, 2014; Hall, 2010; Peseta, 2014). In addition, this study shows that the HEA Fellowships and teaching career pathways serve institutions in terms of the TEF, student satisfaction and numbers, but how they support academics and their careers in the long term might need a more critical debate and further investigation, which brings us to the next sections.

5.4 Considering the research context of the findings

The findings of this study and the recommendations above need to be understood within the context of the research design. The findings cannot be transferred without further consideration and acknowledgement of the fact that an interpretive inquiry has its limitations (Bryman, 2015). These issues were addressed within the research design

to strengthen the trustworthiness (transferability, dependability, confirmability and credibility) of the study. Consideration was given to ensuring 'the applicability of the findings to other settings or similar contexts' (Creswell and Miller, 2000, p.129; Denzin and Lincoln, 2011; Korstjens and Moser, 2018; Shenton, 2004). The most important considerations given to the research design were the selection of the sample, the data collection and analysis methods, and reporting on the findings; these are briefly summarised in this section.

The credibility and dependability of the findings was considered through the selection of the sample (Ritchie et al., 2014). Stratified purposive sampling is a strategy whereby participants are carefully selected, using relevant and appropriate criteria, to compare experiences between relevant homogeneous subgroups. Through the use of stratified purposive sampling (see section 3.3.2), participants at two institutions with different reputations for teaching and research were selected to ensure sufficient characterisation of the HEA Fellowships from diverse institutional perspectives. This strengthens the credibility and transferability of the results for different but comparable institutional contexts in regard to probation and progression (King and Horrocks, 2010; Ritchie et al., 2014).

The findings of this study derive from in-depth interviews as the data collection method (Kvale and Brinkmann, 2009; Seidman, 2013; Yeo et al., 2014). To ensure dependability, the in-depth interviews were not conceived as a free flowing conversation, but prepared in advance using a semi-structured interview guide. The interview guide was designed to maintain a focus on the relevant topics and provide consistency between the interviews, but, at the same time, to remain flexible enough to capture the experiences and given meaning from the perspective of the participants, in line with an interpretive paradigm (King and Horrocks, 2010, Seidman, 2013).

To enhance the dependability and confirmability of this study, particular attention was paid to the structural context. While reporting on the findings, it was recognised that the interview data could not be taken as an objective account or accepted uncritically as authentic representations, but was socially constructed within a particular context (Yeo et al., 2014). The two research objectives, the thematic data analysis method and the vignettes were chosen to ensure that the data collection and analysis took into account the structural or institutional contexts that might frame participants' experiences. The structural setting played a considerable role in steering the influence of the HEA Fellowships for individuals (Cohen et al, 2011; Kvale and Brinkmann, 2009; Seidman, 2013).

In line with an interpretive approach, the credibility and transferability of the findings was strengthened through sufficient contextual description, and by using illustrative and relevant extracts from the transcripts (Creswell and Miller, 2000; King and Horrocks, 2010; Kvale and Brinkmann, 2009; Yeo et al., 2014). To further ensure confirmability and credibility, the data analysis, and the interpretation and presentation of the findings was done in conjunction with the established literature on academic identities and the emerging literature on the HEA accredited professional development (Clarke and Braun, 2013; King and Horrocks, 2010).

5.5 Further research

Considering the volatile HE policy landscape, and the continuing emphasis on teaching excellence and related metrics for HEIs' reputations, professional development will remain an important tool for institutions to address their positions in the league tables (Beech, 2018; Moore et al., 2017, Pilkington, 2016a; 2018; Shattock, 2018). This study has explored how academics experience and understand the HEA accredited professional development for their academic identities. Although careful consideration was given to collecting data from two institutions with different reputations for teaching and learning, to represent the sector, further work is needed to confirm and strengthen the findings. For instance, this exploratory and contextual interpretive study could be followed up with a quantitative study with a larger sample of institutional backgrounds and participants (Bryman, 2015; Creswell, 2007).

As highlighted in the literature review, evaluating the influence of the HEA Fellowship on academic practice is an emerging field that is not yet fully established (Shaw, 2017; Spowart et al., 2015; van der Sluis et al., 2017; Thornton, 2014). This study has provided an original contribution by concentrating on the influence of the HEA Fellowships on academic identities. The HEA Fellowships and teaching career pathways are one of the institutional initiatives that aim to strengthen and reward teaching in comparison to research (Locke, 2014a; Pilkington, 2016a). Further studies are needed to explore how other initiatives might affect academics' commitment to, and investment in, teaching and learning. This would enhance our understanding of how academic developers and leaders could help to support, develop and sustain academics' careers into the future (Locke, 2014a; Cashmore et al., 2013).

This study concentrated on senior academics with teaching and research responsibilities, and emphasised the structural setting. It included the experiences and perceptions of early career academics in regard to the HEA accredited taught

programmes. A longitudinal exploration following the choice and considerations of early career academics could strengthen our understanding of the influence of HEA accredited professional development over time, and bring the agentic factors more fully into view (Parsons et al., 2012; Nevgi and Löfström, 2015; Stewart, 2014).

The increasingly diverse routes into the academic profession, the diversification of the academic role, and disciplinary and professional settings might need to be considered for future work (Locke, 2014a; McInnis, 2010; Whitchurch, 2010). Doctoral education is considered foundational for becoming an academic. But increasingly academics enter the profession through alternative trajectories, such as academic appointments based on industry experience (see for instance Wade and Uma in this study) (Austin, 2010; Brew et al., 2011; McAlpine and Åkerlind, 2010; Wisker et al., 2011). Moreover, considering the diversity of teaching and learning in HE, disciplinary and professional differences might need to be a focus of future work, to understand the influence of generic HEA accredited professional development better (Becher, 1996; D'Andrea and Gosling, 2005). Larger-scale studies, including more institutions, and academics from diverse and non-traditional trajectories, might help to establish a representative and inclusive wider picture.

Extending the previous paragraph, due to ethical considerations (see section 3.3.7), this study did not use gender and ethnicity as a sample category, nor did it include other academic employment groups such as hourly-paid lecturers. This study has focused on academics with teaching and research responsibilities, and most participants were in full-time permanent contracts. However, for instance, in 2017 a considerable number of academics were on fixed-term and hourly-paid contracts, of which the majority were female and on teaching-only contracts (HESA, 2019). Moreover, academics come from a range of backgrounds in terms of ethnicity and nationality (HESA, 2019). Further work focusing on academics on a broader range of contracts, gender, ethnicities and nationalities will be needed to understand how these academics interpret the HEA Fellowships for their academic identities, career trajectories and employment opportunities, and how professional development might support their working life and career progression into the future (Locke, 2014a).

Besides further work related to the scope of this interpretive study, the findings also revealed theoretical angles that are worthy of further exploration (see Figure 7). Further investigations might refine the evaluative model. For instance, studies investigating the role of the UKPSF DoP to support inform and problematise ongoing practice, and the role of local or micro cultures in its adoption, would be of value to inform the sector and

enhance the work of academic developers (Roxå and Mårtensson, 2011; 2017). These studies would enhance our understanding of the influence of the HEA Fellowships and the dynamic institutional environment in which they are promoted and stimulated (Guskey, 2000).

The findings of this study suggest that academics on teaching career trajectories experience tensions within their academic identities. These tensions were found to be the result of reorientation within different domains (intellectual, network and institutional). Considering the increasing alignment of the HEA Fellowships with institutional policies related to probation and progression (Peat, 2014; Pilkington, 2016a), as well as the importance of teaching focused academics in representing and developing the missions of universities, further work on these career trajectories needs to be considered. This could enhance the support given to academics, as well as ensuring that teaching focused career trajectories are perceived as pathways that are viable and equal to research careers (Locke, 2014a; Cashmore et al., 2013).

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7 Appendix

7.1 Research proposal (FREC)

Kingston University London

Research plan/proposal
Title of study:
Exploring the influence of HE professionalism based on the UKPSF on academics affiliation, commitment with teaching and learning and related practice (working title)

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Outline statement

Outline statement (Creswell, 2014): the purpose of this narrative inquiry is to illuminate the influence that professionalisation based on the UKPSF has had on a sample of individual academics, at a teaching and a research intensive institution, and how the given meaning can be understood using academic identities as a conceptual framework.

Professionalisation, as a working definition, will be defined as those initiatives and related policies, such as recognition schemes and introductions to learning and teaching courses related to the UKPSF, that aim to strengthen the reputation for teaching and learning in HE, and enhance the educational practice of academic staff.

Brief introduction to the project and its relevance

As a lecturer in the Centre for Higher Education Research and Practice (CHERP) at Kingston University, London (KUL), I contribute to the professionalisation of learning and teaching in HE. CHERP offers various schemes related to the enhancement of educational and associated practices (CHERP, 2015). Academic members of staff with less than three years' experience are advised to follow the Introduction to Learning and Teaching (ILT). Experienced members of staff are stimulated to engage with the recognition scheme, the Kingston University Academic Standards framework (KAPS). Both the ILT and KAPS schemes are mapped against the UKPSF, and are accredited by, and lead to a fellowship (Fellow/FHEA or Senior/SFHEA) from, the Higher Education Academy (HEA) (CHERP, 2015; UKPSF, 2011; van der Sluis et al., 2016).

The UKPSF has various aims and comprises a set of standards (Dimensions of Practice, DoP) and Descriptors (HEA fellowships). A full description of the aims, standards and fellowships and importance of the UKPSF for the sector is given by Purcell (2012), Hibbert and Semler, (2015), and van der Sluis et al. (2017). In recent years the UKPSF has become a key instrument in the professionalisation of teaching and learning in HE, and its benchmarking has become a mechanism for career pathways (Hibbert and Semler, 2015; Lea and Purcell, 2015, p.15). Moreover, the UKPSF has gained considerable attention at an institutional and national level, and its development and growing importance need to be interpreted against the various changes in the UK HE policy landscape (c.f. Lea and Purcell, 2015; Turner et al., 2013). The framework at an institutional and national level has shaped, among other things, the provision of academic development in the majority of higher educational institutions (HEI), and has stimulated changes in institutional policies related to education, promotion and progression, and institutional performance indicators (c.f. Lea and Purcell, 2015; Thornton, 2014; Turner et al., 2013; UKPSF, 2015).

A few studies have investigated different aspects of recognition schemes at an institutional level (Pilkington, 2013; Spowart et al., 2015; Thornton, 2014; Turner et al., 2013; van der Sluis et al., 2016; 2017). Thornton (2014) discusses the strategies applied by the University of Huddersfield to

ensure that all relevant staff obtained HEA recognition. Pilkington (2013) has investigated how academics can obtain recognition through methods other than a written portfolio. Spowart et al. (2015) have explored how staff prioritise obtaining recognition, alongside other demands. Both Pilkinton (2013) and Spowart et al. (2015) show that many, but not all, institutions prioritise obtaining a fellowship as KUL does, which signals the importance of institutional cultures and reputation, for academics' engagement with recognition schemes, which is important for the selection of the sample (see below). In the HEA report, Turner et al. (2013) describe the growing awareness of the UKPSF among academic members of staff, and its influence on educational and related policies among HEIs. Van der Sluis et al. (2016; 2017) have investigated the influence of a recognition scheme on the changes to educational practice at KUL. Although these studies deserve a fuller discussion, and the HE landscape and the notions of professionalisation and professionalism in HE requires a full exploration, this brief review shows that the influence, experienced value and given meaning of this type of professionalisation for individual academics is not well established, despite its growing importance for the HE sector, and it is the objective of this study to close that gap (Hibbert and Semler, 2015). The aim of this project to expand the current understanding of professionalisation initiatives related to the UKPSF, and their influence on individual academics' appreciation of and commitment to education, and how it might shape their career trajectories, using academic identities as a conceptual framework (Barnett and Di Napoli, 2008; Hibbert and Semler, 2015; Locke, 2014; Wenger, 1998).

Research question

The research question for this project is (Creswell, 2014):

> *How might the influence of professionalisation based on the UKPSF and its given meaning be understood from the perspective of individual academics, in terms of their perceived academic identities?*

This is supported by the following subsidiary research questions (Creswell, 2014):
- What are individual academics' experiences with either the ILT and/or recognition schemes and what influences does it have for their educational and related practice?
- What meaning do academics attach to this type of professionalisation?
- How can these experiences and given meanings be situated considering wider drivers, such as institutional promotion and progression policies, and institutional reputations for teaching and research?
- How can these experiences and given meanings be interpreted and contextualised using academic identities as a conceptual framework?

Research design

An interpretive research approach will be taken, as this is regarded most appropriate to capture in-depth the interpretation and meaning that participants give to their experiences with professionalisation in HE. Interpretivism seeks to understand individuals and their interactions with others and social structures, by capturing and interpreting the complexity of experiences, negotiations and meaning making (c.f. Cohen et al., 2011; Pring, 2004; Scott and Usher, 2011).

This research project will use life histories, applied within the organisational and educational context, supported by academic identities as a conceptual framework, to guide the research methodology. Life histories (accounts captured and brought forward by the researcher), derive from life stories (accounts presented by the participants) is an interpretive research methodology

(Dhunpath and Samuel, 2009; Gough, 2008).

Life histories primarily use a combination of un-structured and/or semi-structured interviews to collect data (Goodson and Sikes, 2001; Musson, 2004). These are preferred to obtain an 'in-depth and interconnected' description of the interviewees' experiences and consideration around a particular phenomenon, in this case professionalism related to the UKPSF (Bryman, 2015; Samuel, 2009, p.4).

An interview guide will support the interview to ensure that it covers the central topic and explores all other directions in sufficient depth (Bryman, 2015; Rosenthal, 2004). Rosenthal (2004) suggests that a life history interview guide should contain an open initial question(s), to allow the interviewee to develop an open-ended narrative around the main research topic. Followed by semi-structured questions to explore particularities already discussed that require further exploration and/or clarification; examine aspects not yet mentioned by the interviewee; as well as explore new ideas and themes arising from the open-ended narrative (Goodson and Sikes, 2001; Rosenthal, 2004). A combination of open and semi-structured questions will be used in this project (see: interview guide)

Data analysis

The interviews will be audio recorded and the transcriptions will be used for further analysis (Seidman, 2013). Data analysis in life histories usually aims to provide a thick description of the participants' in the context (narrative analysis), as well as an analysis of the meaning that participants' attach to a particular phenomenon (thematic analysis) (Bathmaker, 2010, p.3; Robert, 2002). To support the reorganisation and reconstruction of the individual stories, as well as to analyse and interpret the given meaning within the relevant cultural, historical and political context, this project will use academics identities as a conceptual framework to support the narrative and thematic analysis (Creswell, 2007; Goodson and Sikes, 2001). The narrative and thematic analysis of the transcripts will be supported by the computer software NVivo (King, 2008).

Selection of the participants

The sample for this research project will comprise 12 participants in academic roles who have experience with professionalisation related to the UKPSF. The sample will have the following characteristics (Cohen et al., 2011; Goodson and Sikes, 2001):

- The sample aims to be stratified and purposeful, using the relevant criteria. Participants will be selected for their experience with a type of professionalisation based on the UKPSF, either ILT (academics new to HE, leading to a FHEA) and/or recognition schemes (experienced academics in senior roles, leading to SFHEA). To capture the influence of institutional background and the imposed character of professionalisation related to the UKPSF, participants will be selected from a post-1992 university (Kingston University London (KUL) where a fellowship is mandatory) and a research intensive university (University of Surrey (UoS) where a fellowship is stimulated but voluntarily).
- The sample will be opportunistic. Participants will be recruited on a voluntary basis taking into account the stratified criteria.
- The selection will be a convenience sample. Access to participants for this research, will be mediated. Colleagues in similar roles to the researcher at KUL and UoS will be used to identify appropriate participants.

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The interview will take place at the campus of Kingston University or Surrey University, using quite space to aid the recording. A suitable date, time and room, for the participant, will be negotiated after they have agreed to participate.

Ethical considerations

For this project, academic members of staff will be invited, on a voluntary basis, to share their experience with HE professionalisation related to teaching and learning, the meaning and/or opinions they attach to it, and the influence it might have on their career trajectories. Although the topic of this research might provoke strong opinions, which need to be handled sensitively, and sufficiently contextualised during the interviews, this research project does not require an invasion of privacy, or the disclosure of political, religious and/or sexual views. Nevertheless, the interview will be stopped and the recording destroyed in case the conversation provokes strong feelings and unease. Contact details for counselling services at KUL and UoS will be kept at hand in order to refer participants if necessary. The research questions do not require a form of deception to reveal answers, and as such there is no immediate risk, either physically or psychologically associated with this study (Bryman, 2015, KUL EGaP, 2014). Nevertheless, the interview guide will be shared with the participants in preparation for the interviews and to ensure the transparency of the content and direction of the questions (Cohen et al., 2011).

Suitable and available participants will be invited to participate by e-mail (see invention e-mail). The recruitment of the sample will require some mediation by others. The information sheet will inform the participants and mediators about the aim and direction of this research project (see information sheet) (Bryman, 2015). The information sheet will outline: the aim, purpose and benefits of this project; that participation is voluntarily and participants can withdraw from the study at any time, and that the data collected will be destroyed and discarded after the analysis, if they so wish; how the confidentiality of the participants will be safeguarded; and that the raw data (interview recordings) and anonymised transcripts will be kept in a password protected computer in a locked room, and will be destroyed ten years after the findings are disseminated (Bryman, 2015; Cohen et al., 2011). The transcripts will be anonymised and will carry a fictive name, and all indications that could trace an individual will be removed, to ensure confidentiality in the dissemination of the findings.

Participants who agree to participate will be asked to sign a consent form (see consent form). Both the information sheet and consent form will contain contact details for any follow-up questions. A conflict of interest (Hammersley and Traianou, 2012) with participants from KUL is not expected, the researcher holds no position of power with respect to participants, taking no part in assessing the written pieces of work that participants produce to obtain a fellowship of the HEA through KAPS. The researcher is in a supporting role in relation to the participants and only provides information, guidance, advice and suggestions. The role of the researcher is not expected to change in the near future, which further safeguards possible conflict of interest between the researcher and the participants.

References

See: Reference list.

7.2 Participant information sheet (FREC)

Kingston University London

Participant information sheet

Title of study:

Exploring the influence of HE professionalism based on the UKPSF on academics affiliation, commitment with teaching and learning and related practice (working title)

Information for participants

You are being invited to take part in this study exploring the influence of professionalisation based on the UKPSF. Please take time to read the following information and discuss with others if you wish. Also please ask me any questions: details below. I am a student on the Doctor of Education (EdD) programme and this study is done in part-fulfilment of my degree.

What is the purpose of the study?

The study is designed to illuminate academics' experiences with professionalisation in higher education related to the United Kingdom Professional Standards framework (UKPSF), and its given meaning for educational practices and related practices.

Professionalisation in higher education (HE) takes many forms and is stimulated through different means; this study focuses on UKPSF related recognition schemes, introduction courses, and/or the influence of promotion and progression requirements. The main interest of this study is your experiences with obtaining a Fellowship of the Higher Education Academy (HEA) through a Recognition scheme or an Introduction to Learning and Teaching (ILT) scheme, and/or equivalent, and how it has affected your view of, commitment to, and engagement with HE.

Why have I been invited?

You have been invited to take part because of your recent experience with, and/or understanding of professionalisation based on the UKPSF, by obtaining a Fellowship (Fellow and Senior) of the Higher Education Academic. I obtained your details through previous encounters with you personally, or from colleagues at the recognition scheme at Kingston University, Royal Holloway University of London, or University of Surrey, who recommended you as a suitable candidate, based on your experiences, expressed interest and type of fellowship. For this interpretive study, I looking to recruit at least 12 participants, equally divided by location and type of fellowship (6 at Kingston University and 6 at other University, 6 who obtained a Fellowship and 6 who obtained a Senior Fellowship of the Higher Education Academy).

Do I have to take part?

It is entirely up to you to decide whether or not to take part. If you decide not to take part this will not

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affect your relationship with the university. You can withdraw from this study at any time up to the point of analysis, without giving any reason and without any detriment to you. The data obtained from you will be destroyed if you should wish.

What will happen if I do take part?
You will be given a copy of this information sheet to keep and be asked to sign a consent form. You will then be asked to participate in an interview, which are estimated to take approximately 1 hour. The interview will take place at the campus of Kingston University, Royal Holloway University of London, or University of Surrey, when possible using quite space to aid the recording. A suitable date, time and place for the interview will be negotiated with you after you have agreed to participate. The interview will be audio recorded to facilitate the transcription.

What are the possible benefits of taking part?
There are no immediate benefits. This study is part of my doctoral research at Kingston University, and as such your participation in the study is important to me personally and I thank you for your collaboration and offer to participate. However, considering the growing importance of the professionalisation of HE based on the UKPSF, it is the aim of the project to disseminate the findings in (inter)national networks for professional development. This will benefit the ongoing debates, strengthen the provision and support, and enrich the communities' understanding of the effects of professionalisation in higher education.

What are the risks of taking part?
There are no anticipated risks in taking part. However, some people may find talking about their experiences upsetting. If this happens, you can stop the interview and/or take a break at any time.

Will my taking part in the study be kept confidential?
Yes. I follow the ethical and legal practice and all information will be handled in confidence. Because all data will be anonymised it will be impossible to identify you, and the institution from any materials. Only the researcher Hendrik van der Sluis and his two supervisors, Dr Michael Allen and Dr Roberto Di Napoli, will have access to the original interview recording and the anonymised transcripts. All the information gathered will only be securely stored at Kingston University's password protected computer in a locked room, and no names, contact, or institutional details will be attached to the data files.

What will happen to the results of the study?
I will write up my findings in a dissertation in part fulfilment of the Doctor of Education (EdD). If possible I will submit the findings to a suitable journal and present at relevant academic

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conferences. While reporting on the findings, some direct quotes from your interview might be used, but strict anonymity will be maintained throughout, and you or the institution will not be identifiable in any way.

Who has reviewed this study?
The study has been looked at by an independent group of people called the Faculty of Health, Social Care and Education Research Ethics Committee to protect your safety, rights, and dignity. They have given a favourable opinion (ref FREC 2016-12-008).

What if I have a complaint?
If you wish to complain about any aspect of the research, please contact my supervisor, using the details given below.

Contact Details:

Researcher
Mr. Hendrik van der Sluis   E-Mail: H.vanderSluis@kingston.ac.uk
                              Tel: 020 8417 5400

Supervisor
Dr. Michael Allen   E-Mail: M.Allen@kingston.ac.uk

7.3 Written consent to participate in a research study (FREC)

Kingston University London

Written Consent to participate in a research study

Title of Study:

Exploring the influence of HE professionalism based on the UKPSF on academics affiliation, commitment with teaching and learning and related practice (working title)

Statement by participant   Please initial each box

- I confirm that I have read and understood the information sheet/letter of invitation for this study. I have been informed of the purpose, risks, and benefits of taking part.

- I understand what my involvement will entail and any questions have been answered to my satisfaction.

- I understand that my participation is entirely voluntary, and that I can withdraw at any time without prejudice.

- I give permission for the interview to be recorded.

- I give permission for the interview to be transcribed.

- I agree to keep anything discussed in the interview confidential.

- I understand that all information obtained will be confidential.

- I agree that research data gathered for the study may be published provided that I, and my institution cannot be identified as a subject.

- Contact information has been provided should I (a) wish to seek further information from the investigator at any time for purposes of clarification (b) wish to make a complaint.

Participant's Signature--

Participant's Name--

Date ---

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Statement by investigator

- I have explained this project and the implications of participation in it to this participant without bias and I believe that the consent is informed and that he/she understands the implications of participation.

  Name of investigator: Hendrik van der Sluis

  Signature of investigator --

  Date --

Contact Details:

Researcher
Mr. Hendrik van der Sluis   E-Mail: H.vanderSluis@kingston.ac.uk
                                  Tel: 020 8417 5400

Supervisors
Dr. Michael Allen   E-Mail: M.Allen@kingston.ac.uk
Dr. Roberto Di Napoli   E-Mail: R.Dinapoli@kingston.ac.uk

7.4 Invitation email (FREC)

Kingston University London

From: Hendrik van der Sluis (H.vanderSluis@kingston.ac.uk)
Sent: Date & Time
To: Participant
Cc:
Subject: Invitation to participate in a research study exploring professionalisation in HE

Dear Sir/Madam,

Hopefully this e-mail finds you well.

I'm writing you to invite you to participate in my doctoral research study: *Exploring the influence of HE professionalism based on the UKPSF on academics affiliation, commitment with teaching and learning and related practice (working title).*

You have been selected because of your experience with obtaining a Fellow or Senior fellowship of the Higher Education Academy. I obtained your details through previous encounters with you personally, or from colleagues at the recognition scheme at Kingston University or University of Surrey, who recommended you as a suitable candidate, based on your experiences, expressed interest and type of fellowship.

Please find for more information about this study the attached information sheet. If you agree to participate, than I would like to invite you for an interview, which is expected to take one hour. The interview will take place at the campus of Kingston University or Surrey University, when possible using quite space to aid the recording. A suitable date, time and room for the interview will be negotiated with you after you have agreed to participate.

If you would like further details of the study please do not hesitate to contact me. I look forward hearing from you.

Yours sincerely,
Hendrik

Hendrik van der Sluis
Doctor of Education (EdD) student at Kingston University

Contact Details:
Researcher
Mr. Hendrik van der Sluis   E-Mail: H.vanderSluis@kingston.ac.uk
                                   Tel: 020 8417 5400

Supervisor
Dr. Michael Allen   E-Mail: M.Allen@kingston.ac.uk
Dr. Roberto Di Napoli   E-Mail: R.Dinapoli@kingston.ac.uk

Information e-mail (ExpProfIden, HvdSluis, v2911216)   1

7.5 Interview guide (FREC)

Kingston University London

Interview guide

Title of study:
Exploring the influence of HE professionalism based on the UKPSF on academics affiliation, commitment with teaching and learning and related practice (working title)

Hendrik van der Sluis (H.vanderSluis@kingston.ac.uk)

Expected duration of the interview: around 1 hour

Main interview questions	
Could you provide a brief career trajectory as an academic, with an emphasis on the development of your teaching and learning practice?	
Could you describe how important teaching is for you personally, and your professional activities and setting?	
Could you describe your experience with the recognition/ILT scheme, the circumstance under which it took place, and describe its influence?	
Semi-structured questions (follow-up)	
Could you tell me more about your main motivation to participate in UKPSF/ILT scheme? E.g.: • Intrinsic, learn more about T&L and/or HE, enhance current practice • Extrinsic, appraisal, promotion and progression, career planning	
Could you tell me more about the influence UKPSF/ILT scheme has had on your teaching practice? Has it reshaped your commitment to research and/or professional practice?	
Could you tell me more about how the UKPSF/ILT scheme has influenced your commitment to and interest in education (teaching and learning)?	
Could you tell me more about what it means to be a (inter)professional in teaching and learning from your perspective?	
Could you tell me more about the influence of institutional policies and other pressures, related to education, obtaining recognition, and promotion and progression had on your choice and experiences?	
Could you tell me more about the influence of UKPSF/ILT scheme on your professional setting? E.g. students, colleagues, department, new roles and responsibilities	
Could you elaborate how UKPSF/ILT scheme made a difference to your wider academic practice? E.g. • In terms of rewards, prestige and career opportunity in HE? • In terms of your personal satisfaction and appreciation of either research or teaching in HE? • How important is it that staff is accredited or qualified to teach in HE based on your experience?	
Is there anything else you would like to share?	

Interview guide (ExpProfIden, HvdSluis, v2911216)   1

7.6 Outcome ethics application: FREC 2016-12-008

Kingston University London
St George's University of London

GREATER +TOGETHER

Kingston and St George's
Faculty of Health, Social Care and Education

Prof Tom Quinn
Kingston and St George's Joint Faculty
Health, Social Care and Education
6th Floor Hunter Wing
Cranmer Terrace
London SW17 0RE

Mr Hendrik Van der Sluis
10 Primrose House
264 Kew Road
Richmond TW9 3ED

16th February, 2017

Dear Mr Van der Sluis

Ethics application: 'Exploring the influence of HE professionalism based on the UKPSF on academics affiliation, commitment with teaching and learning and related practice' (ref FREC 2016-12-008)

I am writing to confirm that the faculty Ethics Committee considered your proposed study as above at its last meeting on the 16th December 2016. I am now pleased to confirm that this proposal has received a favourable ethical opinion.

I wish you every success with your work on this project.

Yours sincerely,

Professor Tom Quinn
Chair, Faculty Research Ethics Committee

7.7 Example of coding and nodes in NVivo

Example of coding & coding stripes in Nvivo

Examples of nodes in NVivo

Name		Sources	References
Academic Identity		7	14
Academic identity trajectory tensions (T R PP)		9	26
Identity trajectories (Int-net-struc)		16	75
Comittments T&R		17	60
Instituional differences (T-R)		10	26
Leadership identities (Inte-net-struc)		2	10
R&PP identities (Inte-net-struc)		15	68
Teaching identities (Inte-net-struc)		16	84
Development of T&L		1	4
Insitutional- Pressure on academics		4	5
Memorable quotes		15	40
Motivation for Fellowship		7	13
Appraisal (network)		6	6
Career prospects		12	42
Circumstance & context		14	83
HEI policy & targets		13	39
Intrinsic (individual) motivation		8	16
Probation		9	17
Promotion and progression		15	66
Perception HEA Fellowships		8	19

7.8 Interview transcript

NOTES TO TRANSCRIPT:
Words in [square brackets] mean [word sounds like - spelt phonetically].
Three dots … mid sentence denote that speaker changes tack.
Three dots at end of sentence denote that sentence was unfinished, or that next speaker started speaking before previous speaker had finished.
(INAUDIBLE) denotes a missing phrase (two words maximum in this transcript).
[10:40] denotes the time at which the inaudible word was heard.
[xxx] indicates name or identifier.
_____

Great, thank you for agreeing. Yeah, so to introduce you to the interview, could you maybe provide me with a brief career history with special attention to development of teaching and learning? So where do you come from…?

OK, I completed my PhD back in 2007/2008 academic year and that was at the [xxx], and during my PhD as part of the contract of the PhD I was assigned to do some little hours of activities related to the teaching, especially in lab classes, and occasionally also in lectures and workshops.

And that also involved some parts of assessment and marking, so from there, during my PhD I undertook two trainings; one it was a week-long Postgraduate Certificate as a Lab Demonstrator, and the other one was regarding assessments and feedback. And that's how I basically got closer and closer to teaching because before that my career was mainly devoted to research.

After that I … once I got my PhD I decided to apply for lecturing positions and I came here to [UA92] straight away as a lecturer in [Hard-applied], and so that was a full dive into the teaching, UK teaching system and as part of the academic progression and promotion at the time, there was a little clause that was saying that through attendance and obtaining the qualifications in terms of post-graduate qualifications into learning and teaching, I could get promoted to senior lecturing positions.

So during my first year I signed up with … at the time it was a Postgraduate Certificate in Learning and Teaching in Higher Education which was provided by [UA92]. It was at [xxx] at that stage.

So I did that course for one day a week for the entire academic year and there were assessments… well lectures, workshops and well, it was structured in modules so it also contained some assessments which I undertook and they were mainly regarding the student perspective and the learning modes of students… Feedback was another very important theme and assessment of taught material.

So that is probably the course that has changed quite radically my views on teaching and has got me much closer to the student issues, the way they learn, [surely] teaching techniques and how to structure assessments.

Also in regards to the Clarity of the Marking in Assessments, that course I fully enjoyed it and as an outcome of that when I got my postgraduate certificate, I became a member of the Higher Education Academy and from there I have always been involved in ….

Of course teaching is part of my duties and my job, but also in the promotion in the school of better techniques for teaching our students so to improve students' engagement but also progression of students especially in the very first part of their course. So that's a bit how I got into teaching.

OK. Have you done your senior fellowship since then? Or are you thinking about it?

I have been thinking of that. I have attended some workshops under [UA92 recognition scheme] which is the scheme that we have here at [UA92], and I found them useful to some extent, because they … they told me how to… The one, probably the session that I appreciated the most was Gathering Evidence which has sort of triggered my wish of applying for senior fellow and of the Higher Education Academy and since then I have been gathering evidence and I think that I have enough evidence for me to put together the application into just the…

In terms of time I haven't managed to find the right amount of time because there is quite a lot of reflection that goes into that process, and because of the workload and the pace of our workload, in reality I think that none of us in our school have the opportunity of doing the right amount of reflection for us to put together a piece of work like that.

OK, fair enough. So actually that is a question that springs to mind but it comes later, so overall could you describe how important teaching is for you and your professional setting? So what is it, your…?

At the moment I… well we were formerly a smaller school which has now merged together with the [Hard-applied], so we have become a larger school since two years to now, and because of that a lot of courses have fallen within the remit of the school, but taking it before we were a larger school, we had 5, 6, 7 different courses running in the school, and some of them quite large courses… [Hard-applied] is the first one because that's the department under which I belong, and that has around 140 students per year intake.

The second largest is possibly [Hard-applied] science which has between 80 and 120, it's a very fluctuating figure of students per year, and then we have smaller courses including [Hard-applied], Foundation [in our…] [07:40] and some postgraduate courses, so masters, masters of science.

And because of that and because of the contractual duties, teaching has possibly been one of the three largest balls that I am required to juggle in my work, the other two being research and what is now called academic leadership, but it's a re-branding of an old foundering world that is administration!

So I see the importance and the commitment you put into teaching is really managed at departmental level. There are some members of staff that are more keen to do research and I am one of those. Some others that tend to do less research and more teaching, I would say that generally the academic leadership now is well spread across the school, but some people will have a higher load of research, and for that reason also to make it visible, the teaching load becomes slightly smaller.

Having said that, I never managed to knock down my hours of teaching and for that reason workload has kept on accumulating so we increase participation and involvement in research, the teaching commitment basically being the same and if I could think of a figure maybe 40% of my time… between 40% and 50% of my time goes into teaching, which I know is quite high, but as I said, part of the contract was duties, so it's something none of us can escape.

But the research is a very important part ?

The research is a very important part and it's mainly based on science, so I can…. I am an [Hard-applied] by training and I was the only [xxx] in my times at [xxx] within a team of formulation scientists, so people doing [xxx].

And then probably I got this passion for [xxx], so I started shifting my interest from a [xxx], to [xxx] and somehow today I am combining the two things which are in between

[xxx] and [xxx] delivery and that's why I am here within the group of [xxx] in the Department of [Hard-applied].

But more recently I have also been involved and getting more and more interested in pedagogical research and possibly also because of a matter of ... the passion you put into teaching that makes you go closer and closer to new updated teaching standards, I mean if we only think of feedback for example in our education which has been changing drastically since I joined [UA92], before, on an assessment, we were simply writing our comments on a piece of work and summarising briefly on the front page, and returning it to students, so it was mainly written feedback, not always on a one-to-one basis.

Nowadays I tend to have that feedback as part of the electronic system that we have, and embedded into our virtual learning environment, trying to use also software to make feedback easier for us, probably it's a method of also becoming more effective in terms of timings, but I think there are some benefits in using electronic feedback, and most probably those are the timelines that you offer to feed back within, the quality if you have a well structured system by which you can provide feedback, then the feedback tends to be more tailored and also more specific to the individual work of students.

And because of that process by which you tend to take some time in the way you receive and return work, and I quite paradoxically tend to see the students submit work more often on a one-to-one basis and that happens because I truly believe that students should be offered the opportunity of asking questions on feedback and that's why I ask them to come and visit my office in pairs, so that I can offer more tailored individual feedback on a one-to-one basis or one-to-two basis if you want, but in the majority of cases I will have the students meet in working groups as well. So that works better.

Is that something you do alone or is that something you have done collaboratively?

There is one colleague who I shared an office with him and we have both the same understanding of what feedback should be like or what the student experience to put it in another term should be like. Coincidentally we also are together the admission tutors for two courses within the department and so we tend to know the students one by one. I think that there is that touch of personally knowing each other that is beneficial to both us, because we can work better, but also for the students because they appreciate that personal touch, that tailored meeting just for them.

And sometimes I feel when they walk out of here, that they possibly have appreciated it to some extent so that they are more engaged in what they are doing.

Because of that we have done some work, my colleague and I, where we have looked at students expectations and perception of the feedback we currently provide and we were asking them in terms of handwritten against electronic feedback, group feedback versus one-to-one feedback, and we have conducted a survey recently which we will hopefully shortly also publish where we have looked at the perception and the expectations of feedback of students across the university.

And in doing that we also started looking at different student groups, whether they come from different faculties, the type of course they are studying, BME students, and we have all of that all mashed up together in a paper and we are trying to make some organised chaos in that paper! (LAUGHS).

But yeah, so I got closer… and then because of cooperation, we think that also cooperation among students working at different levels on different courses is also important because there are some points of overlap in between courses, this title works the name or [??] of the course [??] [16:23] and we have decided of running some trials, mini trials, where we have put small groups of students working on the same digital platform and whereby they will share knowledge in terms of literature findings or

discussion of results or practical help in labs with specific techniques, and we called that the Community of Practice, and we looked at how the input from different levels, different courses of students, will impact the practice of the others.

So we have done a qualitative study which we have published last year and that was with the two staff members from [Academic Development].

So and not only science, not only science, but because of our duties we also tend to look at teaching and learning, teaching and learning and research.

At the same time sometimes that is also perceived as a distraction from what you are doing, so could you maybe expand a little bit on how that grows into a real passion for it? I mean you showed quite a commitment there in terms of…

I think that the passion stems from … I think the passion stems from the fact that you have got to perceive the students as people. Sometimes when I talk to some colleagues they don't tend to do that, they have that old fashioned academic approach whereby you would have them standing there behind that big desk in the lecture theatre delivering the knowledge, and then if you don't learn it, it's the student's fault.

While I think that it's the role of the lecturer to step down from there and get among the students instead, and if you are aware that some students may learn in a different way whether it is by putting down extra work or by emotions, then that's fine. As a lecturer you should adjust to that so to make sure that you can bring everybody to the same sort of standard you are expecting.

Also the standard is something that is quite objective… sorry subjective rather than objective. But I think that many colleagues will refer to them as the students, the … they are these weird human beings moving along our corridors and just trying to keep the pace of what we do, while I see them as people coming here to learn, not necessarily always to get the marks, but the student as a learner, as a person.

For example I know that some colleagues are quite strict with times, 'You are late, you are out of my class' or 'you are late on this deadline for submitting this work, I am not going to be flexible, your mark is cut to 40 despite the student has done work worth 90%.

While I would… by keep bearing in mind that they are people, I also bear in mind that they may have kids, they may actually hold another job while they are studying, they may be commuting overall 4 hours a day to reach the university, so if they are probably 30 seconds late to a class, maybe it wasn't really their fault, maybe they missed that bus or, you know, Sliding Doors, the old movie, you just miss one underground coach and you find yourself like, you know 'I am late for my lecture because of that 2 minutes delay.'

So by knowing them you get that human touch in return, not… You give it to them and you get it in return and that is where I think it gives you that passion, the human feeling, I think that's something that in our job as in our life is more than anything else important.

OK so you also published a paper on the community, so do you try to bring the students in as a community, within becoming a [Hard-applied] or…?

Oh yeah, yeah, yeah. We understand [??] [21:44]. [Hard-applied] as a course… this part, I don't teach only on [Hard-applied], but [Hard-applied] as a course is an accredited course, it's a professional course (which is accredited by the [Professional body and because of that we get… We are subject to re-accreditation periodically and what they do, they look of course when they re-credit our course at our learning facilities, they look at our content, they look at our manpower for teaching, they look, at our… a little bit of those bits of things.

But what I think is good about [Hard-applied] reaccreditation is that every time they come in they always look at ways we improve the professionalism of our students and that includes being respectful for the others, being committed to their studies, and being respectful for the others may be knowing that the standard of an email cannot be 'Ah ha! Can you give me that feedback?' They will have to put it in a more formal way.

But you can also be not chatting in class because you know you may be disturbing somebody that is around you that is here for learning and just is interested in what the lecturer is saying rather than in your chitty-chatting about football.

So I like that aspect and in our last reaccreditation we, as a department, have decided that in order to prove engagement, progression, attendance, we didn't want to bring students into class because they're… by the end of it they were getting a reward.

So initially we were writing classes, where at the end of the class the students will take five MCQs and each MCQ will be worth one mark and they will count towards the final coursework mark.

So we were getting students to come to class for the sake of the marks. While we have now scrapped that and we have decided that we need to get students to class for the sake of their learning, because if we don't assess it today by giving you a [rewardless] [24:11] mark, it's the learning that is important because you are going to use that when it comes to your exam at the end of the module.

So we have moved from the concept of doing things for students because they… no, getting students to do things for us because they will get a mark, but getting the students to do things because they will learn.

And being an admission tutor, so knowing them one by one, and being also the first person that meets them at interviews because I believe that the student experience starts from the moment the students select you on UCAS, rather than the first day that they start at university, and meeting them at the beginning of the academic year during induction with [First ??] and meeting them… I had the privilege also of meeting them in lectures for their first very lecture at university.

I take that opportunity to really give them one single message which is you must be a responsible learner. You are coming to university, you are paying your fees, you have set yourself the goal of becoming a pharmacist, so for that reason you should be committed to what you do and you should come here, not for the sake of getting one mark here and one mark there, but for the sake of improving your knowledge, and that is what we do with [Hard-applied] students.

But somehow also teaching on other courses I have started now shifting and trying to impart it to other students that do not study in [Hard-applied], that professionalism, that sense of, you know, you are here for the learning. When you will come out of here, your employability skills will be based on what you know, what you have learnt, the experiences you had, so I do this for my…

I tend to do this for my tutees more than for all students because it would be otherwise impossible, but I get my tutees for example to start working on SAV from the first month they attend university because by the end of the first year they may already be looking for job opportunities or unpaid work experience in a hospital.

They will need a CV for that, you will need to be presentable, and they should think about what they want to become four years down the line. If they just want to work in a shop around the corner, whichever the size of the shop, or if they want to become the leaders of the future, if they want to just stick at their band, minimum pass and become dispensing machines behind [??] bench, or whether they want to not only do that, but respect your confidences, go to local meetings, get involved into policy making. So really open their horizons, that's it.

And because of that, some students probably felt that I was a very good [xxx] and they nominated me for the [xxx Year] which I achieved a couple of years ago which was… it came to my surprise, I mean, I would never have expected that the students would decide that I was suited for that.

But more surprisingly and I must admit at the time I felt much pleasure in not winning last year, rather than in winning the two years before, was when I was nominated as a… again they gave me a second (runner up) for developing students' employability. I thought that that was worth more than being a good personal tutor because being a good personal tutor really … any tutor could do it if they add it to their dally task, the touch of humanity.

But getting them to become more employable people, so to get a better job, then for me that was somehow more precious. I don't know how to explain but I felt more rewarded in winning in an occasion rather than winning ….

You have contributed to their development.

Yes.

I mean as a tutor, it's just creating ….

Guidance, exactly, yes.

And actually you contributed to their development. That sounds like, overall it sounds like quite a strong commitment to teaching and learning. In the next question I would like to explore a little bit where … how you have come to this? So you mentioned earlier on that you have actually done two forms of professionalization related to teaching and learning, very early on in your career when you had just came here, and then recently you were starting to look into the senior fellowship application. Would you mind… or could you explore a little bit further to why did you start with it, what influence did it have on your practice and how do you perceive it currently?

I think that at the beginning for me that meant pass your learning onto people, pretty much that. While now I … yes, I understand that it's… it's probably something I understand it as a given, you can pass your knowledge onto other people. But I then throughout my time, I started thinking on… there must be better ways of conveying your knowledge to other people and that's probably what has contributed to my development in learning and teaching, is that… not only give them the knowledge, but how you give them the knowledge, and I have come to … not to the conclusion but to the feeling that well, it is a fact that people will learn in different ways so I came to the conclusion that if I don't know them personally, I will never be a good teacher for them.

But when I say that, I don't look at students, I look at each student and there is a colleague that has somehow managed to do something that my brain will never allow me to do, which is know them one-by-one by name. He memorises the names of everybody just to make the point of 'I know you personally' which may be … somebody may argue, yeah, you know their name but you actually don't know anything else about them, and that's what I argue because for me, memorising the names of 140 students times four, it would be impossible with every year 140 leaving and 140 coming on, so for me it would be impossible to do that, I don't have such a good memory.

But I like to … before I start my class, I arrive 5 minutes earlier and while I wait for the others I go around and say 'Hey, how are you doing? Do you commute a long way?' so I know their travelling or how you feel today, I can put them at ease in the learning environment or whether it... If the room is too hot or too cold then I would say that I prefer it very hot because of where I come from and I will ask them where they come from, so I will try always and gain more information about the individuals.

And despite that I don't have a good memory in terms of names, I have a very good memory of faces, so I will remember the faces and I will remember the exact exchange of conversation that we have with each other.

So by doing that I… when they come to learning, which is not necessarily the standard lecture or the standard assessment where they have to sit and listen or sit and write, but when they come to lab for example and the majority of patients is not [??] [33:47], then I would move around and by knowing them a bit better I can get them to learn better because I know how to face them. So I think that in terms of how I have provided the learning, that is something that has helped me.

Moving on from there, I think that at some point you would like to zoom out, and you can't always demean them to the single individuals and … because otherwise you would probably lose track of it all, but the zooming out, now moving towards the senior fellowship and possibly beyond that, I like to look at the overall, and also the fact that I work in the same department for now almost 9 years, it helps, it helps me a lot.

Looking at pivotal trends, and try and modify the course by proposing to boards of studies or via collegial conversations, proposing ways to improve the learning of the students, so I am looking at the moment at the overall course, how can we make it better? So course design, course … amelioration of a course and sort of taking those sharp edges and making it more fluent for the students, accommodate more their personal life.

For example, timetabling, how a timetable for a student can become … how a timetable can become more student friendly, or how … for example student preferences in terms of feedback, the next step I think… for the next year in one of my modules I am looking at diversifying the feedback and letting students choose whether they would prefer written feedback, electronic feedback, one-to-one feedback sessions or group feedback, and give them the choice so that I can maximise my time and workload, and sort of meet their preferences a bit better.

Is that something that comes through the UKPSF? Is that something you…? Or would you have done that regardless do you think, considering you have been doing it now for a few years?

I think that to some extent in your own modules, in the small bits where you have freedom, you will have to do that as much as possible. And if you can demonstrate that it has worked for your module, maybe you could also argue that it would work for the entire level and if it is working well for an entire level, then that will work for the entire course.

So yeah, take all the freedom you have to implement what you think is right, but I think it's always important to constantly check on what you are doing, and is that working any improvements? Otherwise well, it's not worth pursuing.

OK. So can you maybe… could you maybe explore a little bit more why you took on the PGCertHE and why you have been hesitant so far to complete your senior fellowship?

I am completing my…. My senior fellowship is probably something that I will try and achieve by the end of this academic year or by next the academic year. It's a matter of time, quite exclusively a matter of time, for the simple reason that for the past four years all my efforts have gone into .. apart from the duties of teaching as, go to class and do it, not in terms of teaching commitments in the larger sense of the thing, and I have been concentrating more on research.

I think that I needed to give to research that priority because in terms of progression and promotion I think that would have a better contribution rather than going for the senior fellow.

Don't take me wrong, I think that having the senior fellowship is something that helps in promotion but I truly believe that research is somewhat more important.

For me this tension is what I am after, so please expand on it. It's not that I don't... you show a large commitment to teaching but I am interested also in how it actually balances with your commitment to research? So this is quite important for me to know.

I think that to some extent that is one of the reasons why I started getting involved into research projects based on teaching and learning. Research is a very umbrella term isn't it? You can think about science as such, the [xxx], the [xxx] which I needed to keep ongoing because I also supervise PhD students so I need to stay on the top of what they are doing too in order for me to be a good director of studies for them.

So I needed to juggle all of that and I think that getting involved in research in learning and teaching was just a direct consequence of it. It is difficult to juggle everything within the time allocated to your job and I believe that at the moment the teaching workload that we have is a bit too high for us to effectively do our jobs in research. Whether it is research in science or research in teaching and learning it doesn't matter, I somewhat don't distinguish them.

So if you can use part of the current teaching time as research time, but not necessarily research in science, but research in learning and teaching, I think that you will provide a better smaller teaching time rather than larger … which is basically based on a rollover basis because you haven't got much time to update it, make it better, make it more engaging, make it more interesting. I find myself sometimes in a situation where I have delivered a lecture and I knew it was plain dry, I knew students disliked it because I disliked it, but some things are like that, [??] [41:53]. How can you make it interesting?

But maybe if we were given more time to reflect on our practice and see what are the opportunities for us to make it more student-friendly then as a consequence the quality of teaching would improve.

I am not sure if the university has set themselves the goal of investing staff time more into research activities so that by one way or another we are getting to a better quality of teaching. I don't think that the university has that link very clear. In terms of senior management I [??] [42:49] but I think that if you have the opportunity of doing that in your small bit, then you should.

But despite the fact that the university has given quite a lot of attention to teaching and learning, for example by having UKPSF and the [UA92 recognition scheme] and then also the promotion and progression documents have changed, you still think that research and research-outputs contribute better to your opportunities to progress?

Yes. I think that if academics will stop doing research, then there wouldn't be research as such. Academic research is probably the most objective that you can get because if academic research is not there, then you will only research from private companies with a clash of interests and all that comes with it.

So I think that... my wish is to make research so … to have an impact on people's lives, I think that's what research is about and that's how people should understand the research. I am not sure that everybody, my peers, believe that that's the case. Probably they think that publishing an article is just another one, another article among many, but sometimes in research I…

I do like research because sometimes by doing something you stumble across something else which is very interesting to a wider audience, not simply academics, other academics, and that can also have an impact on people indirectly.

Say for example having an impact on policy making, then I think that we … if we have the opportunity of doing that, then I probably [intend] that as a duty rather than an opportunity. A duty to society in general as an idea of society one may have.

Research as such takes a lot of time and I think that you could make your time work more effectively if you have postgraduate students. I had ... I started with my postgraduate students some 4 or 5 years ago and I have noticed that before then my research outputs, also in terms of quality, not only in number, were pretty low and the reason why they were low is because whatever there was there, it was my time.

While since I had postgraduate students I can have the time of stepping back and looking at the bigger picture and within that bigger picture see how a pair of minds can do something, other pairs of minds can do something else, another pair of minds can do something else, and by doing that I make the work quicker, better, more interesting and more multidisciplinary simply because I have more time to sit at the desk and network rather than sometimes sit at the desk and study.

And that facilitates your job in terms of time, it just makes it more time efficient and that gives you time to reflect, think, maybe do some research in areas like teaching and learning where there is a lot of reflection which as a consequence makes you a better person, makes you a more knowledgeable person and you can somehow bring that knowledge into class.

OK. Why have you chosen after your PhD to come to [UA92] and take on the lecturing role and not go into a post-doc or purely a research…?

That's a difficult one! I think that when I came out of the PhD, I was … well I was trying to stay on track with a career that I probably had prefixed in my mind which was to get to professor position, and that is what in the long run I see myself working towards.

So possibly my step was more dictated by I had better start the academic career sooner rather than later in terms of getting into that ladder of lecturer, senior lecturer, at the time there was principal lecturer and then professor, or a reader and then professor. I think that I have done that because I wanted to feed the urgency of getting into that career ladder.

Thinking backwards, I could have as well chosen a post-doc more research-based position. To be honest between me getting a PhD and me getting the position here, I probably had a gap of 6 months, so not a long time to look for jobs. That came first. So I suppose I went for that.

OK. In this trajectory towards professorship how has your senior fellowship, is that a priority in there?

It helps, it helps. It helps in terms of the way progression and promotion is structured now, it's as simple as that. Behind the senior fellowship, so if you look well beyond that to principal fellowship, I think that you will be looking more at designing and devising courses that will work better for people, and that somehow is also appealing in its own right, but in terms of getting the senior fellowship I think is just another hurdle for progression and promotion as far as I can see, yeah.

OK, so at the moment you are a senior lecturer or associate professor?

I am a senior lecturer.

And you want to become associate professor?

I am working towards that, and the senior fellowship, I truly gaining the senior fellowship first will really help me to get to associate professor. However when I joined the university things were not quite working in that way. Your progression from lecturer to

senior lecturer, from senior lecturer to (at the time) reader, was based on your research outcomes.

From senior lecturer to principal lecturer was based on your teaching and administrative tasks workload, whether you were a course director, it won't make a difference or not. If you were an admissions tutor it may have made a difference, but now these things don't make a difference.   They have just become the academic leadership that is required for you to get to that stage, and that is just one of the things that is required.

While before when I joined the university, that was what was required mainly. So during my time at [UA92] I also needed to accept the idea that I had to change my plans, development plans, and professional development plans in order to accommodate to the changes in progression and promotion. So I suppose there was not much that I could do apart from accepting that idea.

Yeah, yeah. I think that's interesting how you … so in a way it was quite clear for you how you could make progression and the PGCertHE has helped you quite a lot to get more commitment to teaching and learning, at the same time UKPSF has changed some of your promotion and progression plans initially, it is an interesting observation I think, that's quite interesting.

So you haven't done yet your senior fellowship, you have done your fellowship through the…?

I have a big DRAFT on my application which I don't dare to look at since a few months now, yeah. Work in progress!

Yes it's work in progress, but you on the other end, you have got a lot of … as you have just now shared with me, you have got a lot of commitment and a lot of things you are doing, so there is a lot of material.

Yes. On the other hand I have to bear in mind that in terms of promotion, most probably the six articles in research that I managed to pull out of the hat last year would be probably worth a bit more than getting the senior fellowship. Also because I tried to consolidate as experts in some areas via publication so those were very important stones that I had to set down and I think they are now set, so I keep on hoping.

OK. We have already talked a little bit about it, but I think in a way like… correct me if I am wrong but I got the impression that the PGCertHE was quite important early in your career to focus the teaching and learning although like you said, there was quite a focus on how to convey learning, how to convey knowledge.

That's right.

And then afterwards you were looking more towards a more realistic way of teaching and learning. Is that correct or is that something…?

Yes, yes, it's somewhat correct, yes, yes.

So in a way the PGCertHE is quite important?

Yes. I found it interesting, I found it interesting. I think that the members of staff that were teaching that course at that time were very inspiring, well some of them, a good portion of them were very inspiring. Some others a bit less, but I think that they had some points which you could accept as points by which they were trying to make you understand something so it was fine, but I found the members of staff teaching that course at that time very inspiring so I liked that.

Have you followed up on the readings they gave you over the years, or is it only recently to go with your colleague that you…?

I followed that in the sense that maybe … I don't know whether I can quantify it, but at least once or twice a month I was looking for some articles to read in the teaching and learning area, especially around feedback where most of my interest has been focusing on.

So yeah, I have been looking for updating the literature about feedback and provision of feedback and the aspects of feedback that will… So yes, but only recently probably things were pulled a bit together, also because … before I was sharing an office with somebody that is very old fashioned and wouldn't change a comma from his book while I am now sharing an office with somebody that is younger than me, so there is that passion, that wish of doing things which yeah, it's made a difference, yeah. So probably I owe it to specific persons too.

We have already talked quite extensively about promotion and progression documents and how things are moving forward etc, so maybe we can leave that a little bit.

Would you think your … would you describe your teaching and learning, your commitment to teaching and learning as a profession, a professional stance, or is that something you think that comes with the job? In the same way for example as if you stimulate professionalism among your students to become [Hard-applied]?

In that respect perhaps, yes. Perhaps, yes.   I have never thought about it in those terms but yeah ….

Do you mentor somebody you knew for example in your department?

No I don't, no I don't. I have never been asked to do so, and I am glad that I have never been asked to do so because that will add further to my workload! No, I don't … Indirectly I have been acting as a good fellow colleague which I think is the same as mentoring really, and possibly I have spent some time with my colleague here to explain how things work or discussing ideas and he is a very good chap so you could go on about it. So I think that ... I haven't done that formally on paper but somehow I have done that.

I see some students that are inspired by some teachers here at [UA92] and when they ask me about become or following the [??] part themselves, then probably I establish the link between what you said, the teaching and learning more as a .. something that I can see doing beyond this of my job, because I think that is what is teaching, is [??] [59:37]..

OK.

But yeah, only that extent but otherwise…

But you don't see it as a professionalism? It's not a profession as such? You are academic, that influences research?

No, it is part of it, it is part of it. I think that you wanted to step away from progression and promotion but I think that I will have to go back to it for a second. In progression and promotion as it worked before, and as it works now, I think that now the way it is structured, they are looking to progress on promoting people that have a more [??] … they are more multi-faced people that can handle research, handle teaching, not only as duties but as professionals, and in that sense I think that if you think of it in those terms then possibly learning and teaching yes, there is a level of understanding in terms of professionalism, but otherwise, otherwise I probably see it more as coming from duties.

OK.

As well I won't go back to progression [??] [1:01:08}

I mean it's an important aspect.

Yeah, it's what you work for isn't it? It's what you work for.

It focuses you in many respects. Do you think the senior fellowship will make any difference to the way you commit to teaching and learning?

It will offer me an opportunity for reflection which, because of my current workload, I don't really have the right to, and that is why I think it would be beneficial, the reflection on practice. That I think will improve me as a teacher, just that period of time when writing my application I will be reflecting on my practice and seeing what I have done so far and where I am going next. That is what I think would be the most important thing after the process.

Is it important that everybody should have this UKPSF [??]. Does it have any benefits do you think in terms of how you are teaching, learning or…?

That depends very much … I think that the path… heads of departments should try and understand who works in their group a bit more. Some colleagues are terrible teachers, they are just not made for it. They are excellent researchers though, and I think that these people should be given the opportunity of leave the teaching alone and concentrate on research.

Some others are the opposite, they are terrible researchers or just not interested or just a lack of ideas, but they are wonderful teachers, and those should probably have a bit more of teaching.

And between these two extremes there are all the shades of grey in between, so I think that everybody should be given the opportunity of doing what they are more keen to do. However, alongside that, I also understand that there are things we need to get on with because students will pay our income, but I don't think a university should …

I don't think an academic should be in the position of saying that, I don't think an academic should be standing here and saying students pay our salaries because researchers can pay their salaries by several ways; applying for funding is one of those, and that requires a lot of work.

So I think the fact that today we are here saying students pay our fees so we have to get on with it, with the teaching, that means that [UA92] hasn't understood what a university should look like. That may sound a bit harsh but an institution that focuses 90% of its efforts in teaching is an institution that is set to change drastically according to the market and it will be quite shortly a university that thinks that academic is about researching and not only passing on knowledge but generating knowledge, then that is a university that is going to live for a longer time.

And many universities that are historical universities have been [??] [1:05:43] with that, I don't know where [UA92] will be in 200 years from now, I wouldn't like to see that, I won't... But yeah, they should probably think about … we teach, but in teaching … we are led by learning to say, in the words of [UA92], we are learning [??] but in being like the learning, we should not only pass learning on, we should generate knowledge so [??} [1:06:23].

Do you think it makes for … because [UA92] is at the moment very teaching orientated, research doesn't necessarily … you are not necessarily rewarded in the same way for time, for example, like you say it's quite intensive, so does the UKPSF make a change for example from those who really focus on research and are terrible teachers, does it make a change do you think, a transformative change to [watch] the students?

I am not sure of that. I am quite pessimistic about it, I don't think so. I don't think so. It comes down to what you are prepared to invest, also economically, and if the institution is not prepared to invest in generating knowledge then it won't do that.

Is there anything else you would like to share before we stop?

About what we talked? Not really. I think we have covered everything, and then I think the activity that worked quite well was the personal tutor scheme that has been implemented. And that's going back to getting members of staff to know students as people rather than students, but apart from that, I think that if you know the students better, you can teach them better, so probably that has contributed to it.

Maybe even stronger. That kind of schemes might have stimulated a stronger relationship with students than doing the fellowship - that's an interesting observation.

Well thank you very much for your time. It is much appreciated.

END OF INTERVIEW

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