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The Academic: a profession with ethics and care for the digital age student.

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The Academic: a profession with ethics
and care for the digital age student.

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1. Introduction.

As a result of the changing social-economic environments; the number of undergraduate degree completions in the UK has increased by 45% in just 15 years, whilst in the same period post graduate completions have more than doubled (HESA, 2015) Government, students and industry demand “one click” visibility of quality standards, students’ surveys and publications (Buckley et. al., 2015). As such, with performance data available to all, the institutions are under pressure to respond to these demands and are moving away from an employment pattern which could be associated with the public sector, towards incorporating private-sector elements (Kanuga, 2014; Weert, 2001). Ongoing government changes are pushing universities towards more target driven business strategies both for student recruitment and research grants (Williams, 2008). Academics research outputs, quality and effectiveness of teaching are being measured through performance targets (Weert, 2001). Academics are under pressure to deliver the expectations of the digital age students, to meet performance targets set by non-academic line managers as well as publish their research (Williams, 2008; Deerlove, 2002; Weert, 2001). This study explores to which extent academics are able to meet the ethical care they are aiming to provide to students whilst staying true to their self-understanding of academe as a profession.

1.2 Context of the study.

This study will adapt a case study approach, focusing on one of eight schools in a London based university. The school opened over six decades ago and was initially a “catering” school, educating chefs and hoteliers for the London hotel market. In its history it merged with other colleges and became a University at the end of the 20th century. The school is well known in industry and traditionally all of its lecturers have worked in industry prior to joining the institution. Many successful entrepreneurs, chefs, and hoteliers have graduated from the school and are current patrons and frequent guest lecturers. Students are attracted to the school because of the high profile internships during the course. The school has been the only school in the university to run a profit through the considerable amount of funding and donations it attracts from industry.

In the last year however, the school has undergone many changes to align it with the University strategy. This strategy involves improving the University public profile by increasing its peer

reviewed publications. As part of this, the school and its lecturers have been divided into separate entities for further and higher education. The influential, (non-PhD) M.B.E. head of school has left for early retirement and has been replaced by a well published Dr. of Tourism Research. The three undergraduate courses which traditionally see an intake of over 100 students each, every September are now being taught by a new team of lecturers.

1.3 Outline of the study.

The literature review of this paper will first consider the terminology around the academic profession: why are academe considered a profession? It will then aim to understand what the role constitutes and if there are a code of ethics and a general concept of care. Three academics will be interviewed on their self-understanding of academe as a profession, the balance of work and the ethical care they may be aiming to provide to students. The underlying approach of the research, the data collection and the analysis methods will be presented in the methodology chapter. The findings and discussion of the study will analyses how this works in practice.

2. Literature Review.

2.1 Academic profession?

When discussing how a profession can be defined, much literature argues that for a profession, specialised knowledge is required which is linked to being certified members of the professions' body (O'Brien, 2011; Pedro, 2009; Williams, 2008; Hughman, 2005). Alongside these discussions, the characteristics of a profession are often mentioned: a professional has great accountability and responsibility. Within their roles, at times through direct working relationships with clients, they work under ethical constraints (Pedro, 2009). Often the word "care" occurs: describing the professional as someone who "cares" for their client/patient/pupil. Others then link this to professionals having a "calling" (Knight and Yorke, 2006; Hughman, 2005; Nias, 1999). With Pedro (2009) even going as far as that the professional experiences "the whole body engaged in a calling". Thus, we could define a profession as those with certified specialised knowledge which they share with care.

The academic profession is often considered in the same line as a pharmacist, solicitor, dentist, teacher and nurse (Knight and Yorke, 2006). Yet, to be part of any of these professions, one needs to be a member of their affiliated body for which at the minimum a *professional* certification is required (Williams, 2008). Anyone however could be a lecturer. Master students who are on research assistant contracts, could lecture undergraduates. Are all lecturers' academics? And are all academics lecturers? And is an academic still an academic if they leave the university, in the same way that a nurse will remain a nurse?

In his quest to understand the academic profession; Williams (2008) gives us a social-historic view on how the profession developed. The below diagram summarises his literature review in a double timeline showcasing both his work on the terminology profession and the emergence of the academic.

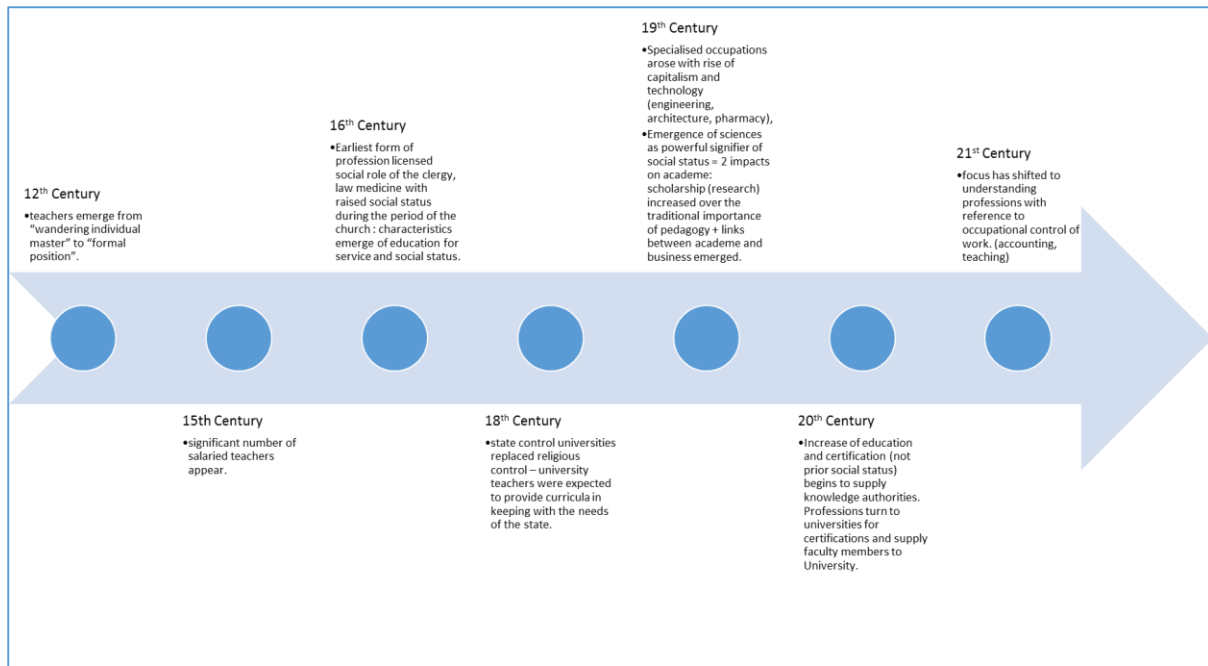


Diagram 1: visual summary of literature review by Williams (2008), created by I Kanuga.

Thus, originally academics were masters of knowledge, passing this on to their disciples. The level of education required to practice academe and their original social status might have led to the career being considered a profession. Primary research only became an official part of the role in the 19th century, and academe at that stage were still considered to be teachers by profession. Society then saw an increase of education. Professions were turning to universities for certifications and in turn supplied their own faculty members to the University to teach. As such to be “a professional” one required a specific certification which could be obtained through a university. The academics providing these were at times, but not always, certified and members in that specific profession but no academic had a separate certification for being in academe. At present the focus has shifted to understanding professions with reference to occupational control of work (accounting, teaching) (Williams, 2008; Pedro, 2009). If then, in the 21st century, we accept that academe is a profession in the format of a specialist occupation based on expert knowledge, but without a professional body certification, the question would be is this knowledge expertise of the academic in the teaching or in the discipline content?

Different Universities employ different functional categories for academics (Horribrook, 2012). The core of institutions employ three different levels: professor, senior lecturer and lecturer. In most institutions, these positions are in hierarchical order and progression should be possible through an increase of qualification, like a PhD and Post-doctorate (Horribrook

2012; Weert, 2001). Each of these roles are charged with teaching and research duties, although in most institutions the (junior) lecturer will have most teaching in comparison to the other roles (Weert, 2001). In some institutions a fourth category is added for PhD students who will assist with lecturers for first year students (Weert, 2001). A new popular post is that of the “hourly paid lecturer” (Hammond and Churchman, 2008). A number of studies look at the academics perspective of their role and the amount of workload and teaching involved (Horibrook, 2012; Hammond and Churchman, 2008; Cooper et. al., 2005; Dearlove, 2002). A re-occurring theme is that academics feel that teaching and administration negatively affect their ability to do research and that research is the essence of their role. Academics feel they need to be able to publish if they want to progress in their career. For academics to be taken seriously in their community they need to have publications in international refereed journal with citation indexes mentioned as other indicators for academic quality (Horibrook, 2012; Cooper et. a., 2005). Research students and hourly paid lecturers should be responsible for the majority of teaching and a separate team should be in place for course and module administration (Hammond and Churchman, 2008, Weert, 2001). Cooper et. al (2005) point out that without enough time for discipline research, the quality of the course content will go down. Academics need to inform the discipline content through their research, yet anyone can teach it (Weert, 2001). Thus, a culture seems to exist where within the academic community there is only respect for expert knowledge within the discipline content. Therefore we can say that the academic is a profession with specialist knowledge within their discipline. Are they caring to share this knowledge?

2.2 Ethics and Care

There appears to be a lack of common discourse when it comes to ethical considerations in higher education. A study by UUK (Universities UK) and SCOP (Promoting Higher Education Colleges) in 2004, in which 84% of Higher Education Institutions participated, showed that 41% of the respondents had no other ethics-related documents other than those concerning research. This is interesting as for example all businesses should have statements on racial discrimination (act of 1975) and data protection (act of 1998) and when completing the survey they clearly did not consider these as ethical issues. Further research by the Higher Education Academy in 2012 shows that in the last decade, institutions have sharpened up in this area with more written ethics related documentation although with varied approaches and language: from

“codes” (practice or ethics) to guidelines or policies, frameworks and policy charters. Some are published in student documentations, others in staff handbooks. Moreover, although all participating universities in a study by the Institute of Business Ethics (2010) have an ethics committee related to research, only a few reported on having such a board in place for education related ethics. Most institutions divide ethical care for students between the student governing bodies, different parts of operational management and in HR departments. It seems then, that ethics is being mostly considered from a legal perspective in combination with a basic level of care perhaps in relation to customer service. Literature around ethics within higher education is, perhaps not surprisingly, also focused on ethics around research (Abranov, 2012; Hammond and Churchmann 2008; Barry et. al., 2002). When considering the element of care within the role of the professional teacher, more research has been done within further education settings (O’Brien, 2011; Pedro, 2009; Abbot and Meerabeau, 1998). Weert (2001) argues that for professional educators ethical considerations should be part of their being. Educators should not just ensure they employ the basics of ethics, where they treat all students fair and equal as per legislation, but provide actual care (O’Brien, 2011). To care for a student is to understand their emotions, their motivations and interest as well as their barriers (O’Brien, 2011). Several studies have shown that for students to engage with learning they need to feel that their educator emphasises with them (Buckley et. al., 2015; Knight and Yorke, 2006; Berger, 2002). Ethical practice need to be linked to emotional engagement (Nias, 1999). For emotional engagement to occur, the professional needs to be able to understand different emotional states and roads leading up to them, even if they have not experienced these themselves (Nussbaun, 2001). Teachers need to create an environment where all students feel a sense of belonging, as part of group and as individuals (Buckley et. al., 2015). Feeling “cared for” will result in better general class atmosphere and higher quality of learning (Nussbaun, 2001). Care includes trust. Students need to feel trusted in their ability to learn whilst also developing a trust in their educator to share their highest level of knowledge with them (Nias, 1999). Caring professionals provide positive dialogue, taking away any negative doubts or feelings the “cared for” may have (Pedro, 2009; Nussbaun, 2001). Although this positive dialogue can be learned through experience, elements of it come from the positive nature of the carer. Knight and Yorke (2006) argue that although some ethical care can be learned, most educators have this from “within”. As teachers, at any level, we have a “calling” where we want to share our knowledge with the learner in a way that they will benefit from this knowledge in their lives (Nussbaun, 2001). Although some literature (Abranov, 2012; Barry et. al 2002; Cooper et. al. 2005) suggest that large classroom sizes (or student numbers) stand in the way of the professional educator

providing ethical care, others argue that when students feel there is an individual connection with their teachers caring nature, even if this is impacted by time restraints, learning is positively influenced (Knight and Yorke, 2006; Berger, 2002). The 2015 student academic experience survey, highlights student's expectations when it comes to their lecturing team. When asked to rank the importance of three different characteristics of the people they are taught by, students mention "engagement with the students" within the top 3. Nearly half of the students rate "staff having received training in how to teach" as their number one priority and ask for institutional expenditure to go on lecturing training. A high number of students do not feel supported in their independent study and students want more contact hours. A study by Knight and Yorke (2006_ which looked at what students most value in their lecturers concluded that higher education institutions would benefit from encouraging their academics to complete an education certification to help them share their knowledge in a more effective way.

2.3 Questions.

Whilst originating from an education position, where the main aim was to share knowledge with their disciples; the academic profession today seems mostly concerned with building on their specific discipline knowledge through research. Yet, the digital age student appears to feel short changed. Information is easily available online and it is the individual expert knowledge they crave. This knowledge should not come through secondary sources, like research students, but from the caring professional academic themselves. Our current higher education institutions seem to have created an environment where academics want to focus their efforts on research and where ethics are mere legal formalities which need to be documented. In practice, how do academics feel? How would they describe their profession? And to what extent do they feel they have an ethical responsibility to share their knowledge? Do they have a calling?

3. Methodology

3.1 Method

This study aimed to explore to which extent academics are able to meet the ethical care they are aiming to provide to students whilst staying true to their self-understanding of academe as a profession. Capturing the specific context and providing rich data, a qualitative research approach was adopted (Gergen and Gergen, 2007). Interpretivism and constructivism, which give participants the opportunity to express their views and experiences verbally, form the pillars of the paradigms of qualitative research (Anderson et.al., 2011). This method allowed for a more in depth understanding of the academe profession from individuals at different ends of the career spectrum. A fixed quantitative method would not have given such significant, natural answers (Cohen et. al., 2011). At this stage, the main aim of the research was to understand to what degree academe are able to provide the level of ethical care they feel they want to provide, considering the pressure of the environment they work in. Three semi-structured interviews were conducted with participants, each at different points in their academic careers and coming from different backgrounds prior to their current role. The findings should enable a greater understanding of ethical care within the academic profession and extend the literature within this area.

3.2 Research Context.

The research was conducted within one of eight schools of a large university in London. In response to the market needs and new government policies; the universities employment strategy has undergone many changes in the last few years. These include “streaming” academics in three different cluster groups: research academics, teaching academics and teaching practitioners. Each group has a different ratio for scholarship versus teaching and include performance targets in relation to research outputs. Academics have the opportunity to move stream or get promoted to more senior positions by increasing their scholarly outputs. In addition most schools have seen changes in their leadership and are now headed by “directors”. For this study the research focused on one school within the University. This school has traditionally recruited its lecturers from industry and these focused their learning and teaching strategies on providing the students an experienced insight into their chosen fields. In the last year, with the aim of aligning the school with the remainder of the University; this school has seen further changes within the grouping and recruitment of its workforce. First, the schools

staff was divided into further education staff and higher education lecturers, each with their own management. Second, the influential, (non-PhD) M.B.E. head of school has left for early retirement and has been replaced by a well published Dr. of Tourism Research. The three undergraduate courses which traditionally see an intake of over 100 students each, are now being taught by mostly a new team of lecturers. The recruitment strategy of this team focused on individuals who have completed a PhD, have published in high ranked referenced journals and consider themselves to be active researchers.

Existing lecturers clearly battle between the new increases of managerial top down practices in comparison to their traditional academic freedom (Kanuga, 2014). This increasingly complicated work environment alongside the formal requirements of the government to digitalise for the public all course and lecturing team data, including research outputs, offered an ideal opportunity to further explore the self-understanding of the academic profession in relation to ethics and care for the digital age student.

3.3 Sampling

Purpose sampling was applied to identify suitable participants for the research (Cohen et. al 2011). The school has a team of 41 academics, which include 22 “new recruits” who have joined the institution in the last 12 months. The school has three large undergraduate courses which on average see a combined intake of 330 students each year. In addition the school runs two master programmes. These new post graduate courses first started in the academic year 14/15 and have seen overall student numbers reduce by 80% in comparison to previous master courses run at the school. Denscombe (2007) promotes purposive sampling, believing it to give variation and flexibility in data choice and thus representative of qualitative research. To ensure the sample was reflective of the total population, it was decided to interview three different lecturers who have different lengths of service for the school and university. Each participant has a different contract which stipulates the percentage of hours they should spend on research. The first participant joined the University in the summer of 2015. The second participant worked 15 years in industry and has worked 5 years for the university. The third participant has worked in industry for 13 years, in different educational settings for 10 years and for the University for 20 years.

3.4 Data Collection

A narrative inquiry interview, following a semi-structured outline, was carried out with each of the three participants. Through this, the participants were able to reflect on their practices and verbalise these in their own way (Gergen and Gergen, 2007). In addition the researcher was able to rephrase questions when required. The questions were developed based on the identified key terms in the literature; considering the debate on academe being a profession, the arguable absence of formal ethical standards and the ability to live by one's own ethical standards and level of care in a high pressured consumer market. Further insight was sought by asking academics what they would include in a standardised universal ethical code of conduct for academics. To ensure questions allowed for an interactive dialogue, a pilot interview was conducted with a fellow student (Anderson et. al., 2011). A copy of the interview questions can be found in appendix A. Each participant was approached in person and asked if they would be interested in taking part in the research. As participants are peers of the researcher, it was felt that a more detailed insight into the research before agreeing to participation would be suitable. As such all those approached were given a copy of the interview questions. A further two candidates were approached however declined to participate. One stated workload as a reason and the other felt that such research would perhaps be too personal. Each participant was assigned a pseudonym to allow confidentiality and anonymity (Cohen et, al, 2011). During the interviews, written notes were taken as well as digital recordings.

3.5 Data Analysis.

Each of the interviews was digitally recorded and then transcribed, and example of which can be found in appendix B. Content and discourse analysis were applied presented as individual vignettes within the next chapter (Braune and Clarke, 2013; Berney et. al., 2010) .

3.6 Assessment of the Research.

Within the context of the research and the scale of the research, the sample size has provided in-depth, rich data (Anderson et. al., 2011). It is believed that the context of the study (the case) is reflective of that of the wider UK higher education environment, although the uniqueness of the study means that the findings cannot be generalised. Variances are likely to be found in institutions where the workforce is more stable, perhaps in traditional research focused universities. Although all those interviewed were keen to take part; it should be recognised that one potential participant declined because they felt the subject may be too

personal to discuss with a colleague. Therefore those that did participate may have not given their full reflections on the ethical care provided within their self-understanding of the academic profession.

3.7 Ethical Considerations.

Ethical research procedures have been followed throughout this study. The head of school gave his written consent to conduct the research. Each participant was given a consent form which explained the purpose of the research (appendix c). Participants were able to withdraw from the study at any stage, which was explained to them both verbally and in the consent forms. Before finalising the paper, each participant was offered to review their transcripts. This paper is not intended for publication and this should help protect the participant's identity (Berney et. al., 2011). Future students of the University of Reading, or external examiners, may however review the paper (Flloyd and Arthur,2012). As they will not have access to the author's name, it was decided to not mention the name of the case study and to use pseudonyms for the participants to ensure anonymity is most likely preserved.

4. Discussion and Analysis.

4.1 Introduction.

The literature review concluded that academic is a profession with specialist knowledge within their discipline, although questions remained to what extent they were able to share this knowledge and to what extent they care to share. Within this phenomenological study, three academics were interviewed on their self-understanding of the profession and their ideas around ethics and care within. The findings are discussed in the form of vignettes with reference to the terms identified in the literature review which include engagement, caring, emotions, and teacher's certification.

4.2 Vignettes.

Ben.

Participant A, who's pseudonym is Ben, has been with the University for six months in the role of lecturer as a an academic practitioner. Prior to joining the University he worked in junior management positions in hospitality operations. As per his contract he should be allocated 1498 hours of work over the full calendar year. Academic Practitioners (AP) should allocate up to 90% of their workload in teaching and at least 5% of their workload in research, scholarship and enterprise. Ben says that at present he is working much more than the 35 hours he is contracted to do and that he does not have any time for scholarship. Ben was keen to be interviewed and volunteered to participate before being asked. The interview lasted 32 minutes. Questions often had to be re-phrased to get more in-depth answers.

Princy.

Princy has been with the University for 5.5 years and progressed from lecturer to senior lecturer within her first year, which she says was unusual and she had to argue with HR, not her line manager, that she met all the criteria for this position and that her contract stated that she was entitled for a promotion. Prior to joining the University she worked in hospitality for 10 years, including operational management positions and then worked in strategic HR roles for 5 years. As per her contract she should be allocated 1498 hours of work over the full calendar year.

Teaching Academics should allocate up to 60% of their workload in teaching and at least 10% of their workload in research, scholarship and enterprise. In her first year she worked over 70 hours per week and took little annual leave, even working through the holidays. At present she aims to keep working hours under 40 hours per week and to take most of her annual leave. Princy says that during semester time she does not do any research. She schedules her research for specific weeks of the year, when she can do block-work. During the semester, outside of teaching hours, her time is taken by administration, student support, preparation and marking. Princy was happy to be interviewed and suggested for it to take place over coffee in a quiet part of the student-training restaurant. Including the coffee service, the entire interview lasted 1 hour 14 minutes. Princy included elements of ethics and care in her first answers and was passionate within all her answers.

Martin

Martin has been with the University for 20 years and got promoted to associate professor in 2013 when he completed his PhD. Prior to joining the University, Martin worked in the hospitality industry as a qualified sommelier for ten years. He also taught in international hotel schools. Martin completed his degree, masters and then PhD whilst employed by the University. Martin says he became a senior lecturer after five years of employment, not related to qualifications but to length of service. Research Academics (RA) should allocate up to 33% of their workload in teaching and at least 33% of their workload in research, scholarship and enterprise. Martin says that this is the first semester since being promoted that he is able to spend this amount of time on research, as a lot of his teaching has been moved to the new lecturers or has been cancelled because of course cancellation. Martin did not answer specifically on how he spends his time, or the amount of workload he has. Martin agreed to the interview to take place in his office. The interview lasted 38 minutes.

4.3 Findings.

Academic Profession: the term.

Via a deviated route, the literature agreed for academe to be considered a profession with specialist knowledge within their discipline. The interviewees were asked if they would class academe as a profession. All 3 participants responded with a positive “yes” but were then

confused as to why it would be classed as a profession. Ben remained confident within his answer, stating that a profession is “*someone who provides a service*”... “*any job that is paid is a profession*” Princy thought that it was the social status that made it a profession: “*..not because of the specific qualification needed but yes because of the status. I have always looked at it as a high status role, i.e. only the most educated can do it..and from my background perhaps looked at it as a higher social class*”. Martin also brought in the social status: “*..it has always been seen as a profession, at the same level as solicitors and accountants, if not higher. One needs to be highly educated to be an academic and it can only be classed as a profession*”.

None of the respondents, even with further prompts, brought in elements of care, ethics or “a calling”. Nor did they specify that for it to be classed a profession, the academic needs to display specialist knowledge. And although both Princy and Martin mentioned that only those who are highly educated can enter the profession; none of the three participants had a PhD when they started their role. Thus, there must be a general believe and acceptance both by academe and those viewing the role from the outside that it is a profession. A profession linked to social status more so then specific knowledge or a “calling to care”.

The academic role in practice.

Literature leaned towards classing the role as professional, when considering specialist knowledge of a discipline with a greater emphasis on scholarship than teaching and characteristics including accountability and responsibility. To get a better understanding of the role in practice, questions were asked around workload both during and outside of the semester. All three participants made it clear that the teaching workload was high during semester time, with usually little time – if any- for scholarship. Ben mentioned that he had been surprised and felt overwhelmed with the volume of teaching related work and that he hoped that is would become easier or less in the coming semester. In a way he felt that teaching stood in the way of other work: “*I need to be able to do research.. that is the only way to progress and I have a young family*” Princy mentioned that she schedules her scholarship for outside semester times: “*..but I plan my time a lot...I don't do any research during the semesters, I leave that for the summer months and some between the semesters*”. In her interview she tells us how she worked 80 hours a week without annual leave in her first year at the University, but that she has managed to reduce that to an average of 40 hours: “*I plan the weeks that I prepare for*

my modules. I am very keen on formative assessments but I only check them during class times. During semester time, none- teaching hours are spend on admin, session prep etc. For research you need blocks of time.”. Martin discussed how workload has evolved over the last two decades. *“When I started we had freedom. Academic autonomy. Freedom to teach how we want to teach. Fifteen years ago, I scheduled my time myself. My work got done. I could walk in the park and prepare a lecture in my mind. Now there is too much management involvement. Do a powerpoint. Record your work. Module study guides. Put everything online. Mark a 100 drafts. And students demand you give them everything. Before, there was a theory book, maybe some papers. My mind and maybe some overhead projections. And the students with pen and paper. No laptops, phones etc.... this semester has been OK but the last five years have been ridiculous and then they wonder why you don’t produce a paper”.* When discussing how the role could be improved, only Princy thinks the current balance is fair, although she argues that some time goes wasted into research for modules which she teaches but are not her area of expertise: *“It doesn’t make sense from a strategic perspective- managing time I mean..”* and *“even the students know I am not expert in all of it”.* Ben discussed that he wanted to move to a different, more research oriented stream within his contract: *“This does not leave me any time to work towards my PhD”* whilst Martin thought the work environment could be improved: *“I got to keep my office, but the open-plan you are all in, how is that helping? And the micro management..electronic systems...procedures for everything”.* Thus, all three discussions focus on the difficulty of finding time for research. The next questions aimed to find out if their experiences an opinions around ethics and care.

Academic Ethics and Care in Practice.

The literature discussed that students learn best when they feel their lecturer cares, engages with the student group and builds a trusting relationship. To care for a student is to understand their emotions, their motivations and interest as well as their barriers. Ethical practice needs to be linked to emotional engagement. Teachers need to create an environment where all students feel a sense of belonging, as part of group and as individuals. Within the interview, each participant was asked about their understanding of ethical conduct, their responsibilities towards the students’ progression and their ability to care for the students. The institution seems to have some ethical policies in place although all three respondents were vague on its contents and where it sits: *“Of course we have an ethical conduct..we have to be careful when*

we email etc...we are being reminded of it all the time” . When asked about responsibilities, the three individuals all agreed that they had a responsibility to help the student progress, although the extent to which they would go through to help them was very different. Ben mentioned that: “... I did receive drafts form a class of 90 which is very difficult not all 90 sent assessment but I feel responsible at the beginning and I want them to succeed I don’t mind to meet students – but my time is valuable and I don’t have time so I try and prioritise students and this shows I want them to succeed”. Whereas Martin took a different stand: “I think we have a responsibility in the sessions we provide, the tools we give them. But it is their responsibility to deliver results, come to class on time. I don’t agree with repetitive draft feedback, but it is being forced upon us. Students need to be independent. They need to take ownership for their own circumstances. If they have true mitigating circumstances then there is a procedure for this”. Princy mentioned responsibility throughout her interview, right from the beginning where she talks about her first experiences in her role: “ I was given these huge roles of responsibility of course leader, marking etc. And I did feel that I needed training in that. Who was I to mark these papers? I felt I was influencing these students future either negatively or positively and that I wasn’t trained to do so” and “..and then there is my own personal believe that if we recruit students we must give them the tools to progress.. yes there is student ownership and independent study but they do come for our input, our guidance and our knowledge and I think we should share this... I do feel responsible to a certain extend and try and do as much as possible for the students. I care for the students in that I develop these practices. I also try and relate to them, understand what motivates them”.

When asked about how they care about students, time seems to be an issue: “*It’s a combination to care and deliver – we have to be realistic it depends on the time we have –If you don’t have time you can’t care – if you have teaching...assignments to mark. Research targets.. – it’s not that you don’t care but you don’t have time – so there is a whole cycle that can influence the care aspect..*” And for Ben: “ *The ethical dilemma is this.. our workload.. with any job you take work home but if it becomes the norm then it’s no point doing this job – or you don’t mark according the marking guidelines – we do need quality time for ourselves..then I think the responsibility lays with management”*. Whilst Princy says: “.. *I am confident that my marking is fair but it is rushed at times. And as for the student care – I am able to deliver this but only because I have become smart and creative with my time and because I have developed my LTA’s around this... I think we have a responsibility around marking and I don’t think we have enough discussion, moderation or training around this”*.

When discussing care, both Ben and Martin had to be prompted to consider care from a more natural believe system in comparison to responsibilities, yet their answers remained more linked to accountability than care in the sense of a “calling”: “..*Yes of course, we must answer emails on time..give assignment feedback on time..*” and “*When the student has a problem, I listen then I think they should go to the course leader if they want an extension*”. Princy didn’t feel she was caring to the extent that nurses would but her answers showed differently: “...*yes I can very much relate to our students... And I get really really proud when they do well.*” And.. “*I think we need to be very careful in ensuring all work gets marked fairly as per the assessment criteria and without bias. Each paper should be given the same amount of attention.*” “*I do really care for the students and want them to succeed. And I also think we have a responsibility towards them*”

The participants were then asked what should be included in any ethical guidelines for academics or how educational ethical practices could be improved. Ben thought we would need a “*Universal code which includes..respect and understanding..specific timeframes for email communication etc.*” Martin said that he didn’t think that there should be a universal code, standard or policy. “*We already have university codes of conducts for students that they need to comply by and there are policies with what we need to adhere by..I think that is more than enough. More rules mean more students complaining as they will talk about their rights. They need to take responsibility*”. Princy however was close to what students mentioned in the literature. Throughout her interview she mentioned how completing the PGCERT in education had helped her improve her learning, teaching and assessment strategies: “...*the research I had to do for the PGCERT provided answers for the dilemma’s I had with the students ... I think that training is needed as the very minimum for everyone lecturing.*” And when asked about a universal code she replied: “*I think if people need a protocol to be ethical then they will probably not be very caring.. but seriously I think the answer is for every academic to receive official training or a qualification if not before their employment then within their first year.*”

7. Discussion

When comparing it to literature, perhaps the definition of the academic profession remains inconclusive. Practitioners feel it is a profession because of social status whilst literature, through tracing its history, classes it a profession because of specialist knowledge. This specialist knowledge is however not linked to any specific qualifications or accreditation. It is perhaps for this reason that neither literature nor practice clearly link the role to a duty of ethical care. There are references made to this in literature but only when bringing in theory of similar professions like teachers. The practitioners were clearly divided on the subject of responsibility and level of ethical care that comes with the role. Ben, who has only just joined, tended to blame workload for not being able to meet responsibilities or meet his own standards of ethical care. Martin felt less of a sense of responsibility and placed most ownership with the students. Princy however demonstrated a clear sense of responsibility and a duty of care for the students. By taking ownership she has managed her workload in a way that she is able to meet research targets, look after students and still stay within her own limits of a working week. She did make it clear that the one thing that made this possible, was the training and education she received through completing the PGCERT in Higher Education. Interestingly, this corresponds with what students mention in the 2015 student academic experience survey. Perhaps then Princy has identified part of the solution. If academics were required to complete a course which corresponds with the profession then this might encourage more professional attitude. An alternative or addition to this could be to ask academics to become fellows of the Higher Education Academy and to aim for senior or associate fellow. To do so they would need to provide evidence of their practices, perhaps even change these (Higher Education Academy 2015). They would go through panel interviews and need to reflect on their ethical care towards students etc. If academics became certified and members of a professional body, then this would remove the debate if it constitutes a profession and if this profession is focused on research or teaching. Research, in my opinion, should inform teaching. And I do agree with the students that the best person to share this knowledge is the original researcher. Although institutions may receive resistance to change from their academics; many resources exist to help introduce ethical frameworks like the one in appendix G. The Higher Education Academy has further resources on how to gain fellowship, their code of practice and again tools and resources for institutions. We would then have to see a change in career progression routes, allowing academics to progress on the basis of either their educational or research achievements, or –even better- both.

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Appendices

- Appendix A: Interview Questions
- Appendix B: Transcript of Interview 2 with Princy
- Appendix C: Consent form for the participants.
- Appendix D: Ethics approval form
- Appendix E: Example of ethical framework.

Appendix A: Interview Questions.

- 1) Would you class academe as a profession and why?
- 2) Can you tell me about how you became an academic?
- 3) Can you talk me through your career?
- 4) How would you typically describe your workload during a semester, considering both scholarship and teaching
- 5) and outside semesters?
- 6) How would you like to see the role?
- 7) Do you feel the role includes ethical conduct? To what extend are you able to deliver this?
- 8) Do you feel responsible for the students progression?
- 9) How do you care for the students?
- 10) If there was a universal ethical code of conduct for lecturers towards students what should this include?
- 11) This is very broad yet personal subject and I really appreciate your input so far. What else comes in your mind when you consider this?

Appendix B: Transcript of interview with Princy.

- Hi! First of all, thank you for agreeing to take part in this interview.

That's fine, not a problem at all.

- Great! It will be digital recorded with this thingy here...if it works..let me check again. Yes I think we are on! OK, so yes the interview will be recorded and then fully transcribed. Some statements may appear in full in the final report of the study. And I will also take notes, to help me with further questions during our interview. Also, I will use pseudonyms for everyone taking part. This study will never be published but it may be shared with others taking part and with our head, if requested. I will share the full transcript with you before finalising the report I can black out parts if and when I receive a request of it being shared. Also, as per the consent form you just signed – you may withdraw your participation at any time, during or after the interview. I promise I will still like you.

Haha, I don't expect to but lets see how personal you are going to get!

- OK then, lets start with the first question. Would you class academe as a profession and why?

Well yes. I think..I suppose. Wow, I never thought of it as not being a profession. But what is a profession? I certainly didn't qualify for being an academic before I started. But then when I started I never thought of myself as an academic. I was hired as a lecturer and did the PGCERT in education as part of my contract. Being an academic came later. But I do think of it as a profession. I guess Anyway what was your question again?

-Would you class academe as a profession and why?

So yes, I think it is a profession but I can't really say why. Sorry!

-Haha, not a problem. Thank you for being so honest. You did mention a few things there that were interesting even before I go into the official next questions. You said you never thought of yourself as an academic and that you were hired as a lecturer. Can you expand on that?

Uhm.. yes.. I guess I always viewed an academic as someone who sits in a science lab or someone who is out in the field doing research and then sits in their study surrounded by papers and books trying to figure out a new theory. The way I looked at this job originally...is I was heading up learning and development for a company..so company training but it involved strategy planning..resources planning..course development etc. It included research for what I needed to put across and the best methods of bringing this across but not what I would have classed as academic research. So when I came to this job I thought of it as similar to that... developing teaching materials..figuring out the best way of getting it across and that's it really. I did get really into the PGCERT. I was very keen to do it as I had felt stagnated in my last role and I wanted to develop. SO alongside with the PGCERT

came academic research. And then came the opportunity to share this at conferences and to publish it. Then about six months later.. I was managing a team of hourly paid lecturers and said something like.. “look I am not an academic..” and then one of the team said.. “Princy..you are more of an academic than anyone else in this department. Haha. I guess over the years I have become one!

-Thanks! And you mentioned that you had to a PGCERT as part of your contract?

Uhm, yes. Well kind off. It says in my initial offer letter that I will be required to complete a PGCERT within 3 years of joining. Yet, they forgot to mention it in my actual contract. But as I said, I was excited about it. I started in May when teaching was just coming to an end, yet I was given a ten week module to teach. Then on top of that I was made course leader. This also involved a collaboration with a French institutions so I had to travel there and be part of a team which checked if their assignments were up to standard. This was in part for the QAA investigation the following semester, but I only understood what QAA was much later. Also one of my first jobs was double marking a whole batch of essay's that had come from India. And all those students had failed. And so I was asked to mark them and check if their marks were correct. God it took me ages to do that. I think there were like 50 assignments but I had never done anything like it. It had been 8 years since my masters and I was kind of basing it on my experience of self-assessment. I would go through the assignment requirements, marking criteria etc. and I came up with lower marks then the original marker. So I was then asked to justify that. Somehow that entire batch was then given an increase in marks, I can't remember the details, but it all made me feel very uncomfortable.

- About the ethical side of things?

Well, now that you ask.. Yes in part. I was given these huge roles of responsibility of course leader, marking etc. And I did feel that I needed training in that. Who was I to mark these papers? I felt I was influencing these students future either negatively or positively and that I wasn't trained to do so. So at the time I was desperate to do the PGCERT as I hoped it would give me the answers to all my questions. I was also running this module, and I did feel I was giving the students a lot and that my sessions were good. My rapport with the students was very good, it was a small group – under 20- and I visited them all at their work that summer. So from a course leader- student relationship perspective we did well. But I felt that I was still an amateur. It is different when you do this in industry as you are – in the end- training. Doesn't matter if you are coaching a director on how to better engage with his employees, or if you training a front-line member on how to handle different customer phone calls – in the end you are just training. The employees don't get real qualifications at the end. They are not spending time and money. It affects their career but moderately. With students, they need a degree to be able to start their career, or change or anything. And its expensive. For international and mature students there is often a lot on the line.

- Did it impact the care you could provide?

Yes, as I say, I feel that the students are investing a lot. And the least we can do in return is give them professional conduct. As in we need to be trained in what we do, from teaching strategies to marking. I know that by nature I always care a little too much and that it impacts my workload – as in I create extra workload – but I think that training is needed as the very minimum for everyone lecturing. So anyway, I wanted to do the PGCERT for those reasons but also because I was just really keen to develop myself.

- And how was the PGCERT? Did it make a difference?

Yes, defiantly. From every aspect. Well it perhaps didn't teach me how to mark papers but by the time I started it – around 8 months into my employment- I had much more experience in this, and had been able to compare more with my peers.

- So did it make a difference in the ethical care you provided?

Yes, as in I felt I did a lot of research into education theory, learning and teaching strategies etc. And it helped me develop good practice for our international and mature students. They really benefited from this. It was commented on by external practitioners, students etc. Even internally in the University it was recognised and I got an award. I learned a lot from my peer students on the course – many did not want to be there, did not have the time, had been working forever and didn't want this but were required to do so by their management. I don't think our peers in our school on old contracts had to do them but all hourly paid had to.

- OK..well we deviated there a bit from my original questions haha. Lets see.. so you told me a little bit about how you became an academic. Do you want to add to that?

Uhm.. What did I say?

- How you didn't think a lecturer is an academic but then your colleague said you are more of an academic than anyone in this department..

.. Haha O yes.. well that was then. A lot has changed since then. Quite a few peers now with PhD's and a real research team. But yes, I guess I did gradually turn into an academic and really enjoy the research and publishing side of things. But I do want action research. As in, I can't like some colleagues, research for example food in different cultures and then write a paper on that and then do a lecture on that. I need my research to have visible results. So educational research to improve learning for the students- see results. Talk to them about what they need, how we can help them.

- So for you research and caring for students go hand in hand?

Well, yes. It think by coincidence. I do really care for the students and want them to succeed. And I also think we have a responsibility towards them if we accept them on the course. In a way the research I had to do for the PGCERT provided answers for the dilemma's I had with the students. And then I was able to publish some of that. The good results with students led to larger modules and course leadership which then again meant I had to find solutions through research. Kind of a circle.

- Wow. Your input is already so valuable. Very interesting. Can you tell me a bit about your career?

Haha thanks. Yes of course. Uhm... I started working when I was 15 in a restaurant. I then worked to pay for hotel school. I then travelled a bit and worked in different countries before settling in the UK. I worked in operational management positions for 8 years or so and then moved into strategic HR. Then when I had reached the top there, as in national level and I did that for a few years I

thought now what? I could do the same role for another organisation but I wouldn't learn that much. I didn't really want a bigger region to manage as I felt I wanted to settle down and if anything travel less. So I wanted a role that would allow me to grow. I gave myself a year to find the perfect job and this was it haha. I still think this is it. I have always enjoyed developing and training first peers, then reportees, then strategically etc. Even in my last role I created so many online courses etc. This role will let me teach but also develop myself as much as I want to and I still talk a lot about my industry experience.

- Do you think you care for the students because of your experience?

Well yes. I don't know if I am a "caring" person by nature. I defiantly empathise with people around me but I can also be completely blind of what for example my friends are going through simply because I am too busy to take notice. Or selfish. But I could never be a nurse. Well maybe for my family but I don't have that "calling" that you hear about. But yes I can very much relate to our students. We have such a variation of them. I know how it is to combine work and study – I have always done both alongside each other and both full time. I know about financial pressures. I know about moving to a new country and getting used to new education systems etc. I know how you can't always find the time to do an assignment to distinction level. How you try and convince yourself that asking for an extension will just move the problem to a later date. Even balancing studies with work and pregnancy, babies etc. Our students are like me 10, 5, 2 years ago haha. And I get really really proud when they do well.

- How would you typically describe your workload during a semester, considering both scholarship and teaching?

Well... I have become smarter in how I manage my time. In my first year I worked 80 hours per week during the semester. I worked all summer, including visiting students at their place of work or internships. I would reply to every email as soon as possible, from my blackberry at the time, even during classes. I didn't take much annual leave and I defiantly worked through all official breaks like Christmas. But I did achieve a lot and I did enjoy it too. I have always kept myself very busy in each job.

- And now?

Ah yes. Well as I said I am smarter now. I have vast family commitments and I have to try and keep my hours under 40 hours per week. That is difficult, especially during semester time. But I plan my time a lot. I don't do any research for publication during the semesters. I leave that for the summer months and some between the 2 semesters. I plan the weeks that I prepare for my modules. I am very keen on formative assessments but I only check them during class times. During semester time, none teaching hours are spend on admin, session prep etc. For research you need blocks of time.

- How would you like to see the role?

Hmmm interesting.. I have never thought of that. Well I think there is a fair balance when it comes to working hours. I would like more subjects which are similar as a lot of time goes into researching for the modules, for delivery and I don't publish in that. Often I have 3 very different subjects which

doesn't make sense from a strategic perspective. And I also think it impacts the student experience as in the end they do not get full expertise in the module. I had one group of students – they have graduated now – who had me every semester for a different module, for 3 years. Even they knew I wasn't an expert in all of it. Part of me wants to move into a research role but that has more to do with my home situation. I would like to move into an education role, where I inform or influence learning teaching and assessment strategies for the university.

- Do you feel the role includes ethical conduct? To what extent are you able to deliver this?

Uhm.. there are two elements to that or maybe 3. One is the legal perspective – sorry that's my HR hat talking. I think we always need to be careful how anything is said/ put. And the University and management are good in reminding us of that. Then I think there is the way we assess our students. I think we need to be very careful in ensuring all work gets marked fairly as per the assessment criteria and without bias. Each paper should be given the same amount of attention. I know that that sometimes has been difficult for me, with workload etc. I know of peers who have double marked only after knowing what the first marker commented and concluded. So yes, from when I started to now I think we have a responsibility around marking and I don't think we have enough discussion, moderation or training around this. And then there is my own personal believe that if we recruit students we must give them the tools to progress.. yes there is student ownership and independent study but they do come for our input, our guidance and our knowledge and I think we should share this.

- And are you able to?

Well, as I said the marking is always questionable. I am confident that my marking is fair but it is rushed at times. And as for the student care – I am able to deliver this but only because I have become smart and creative with my time and because I have developed my LTA's around this.

-Uhm.. OK. I think you have answered my next two questions... would you like to look at them? Is there anything else you would like to add? (8) *Do you feel responsible for the students progression?* 9) *How do you care for the students?*

Yes, well as I said I do feel responsible to a certain extent and try and do as much as possible for the students. I care for the students in that I develop these practices. I also try and relate to them, understand what motivates them. Oh, and I am quite good in class room management if I may say so haha.

- Haha how?

Ah! Now I need to give an example? Well I mean if someone is disruptive I will ask them to leave. I don't usually mind students coming late or missing a class, because I think they have their own lives to run, but I do think they need to consider their peers. So they can't just walk in at any time, they need to wait for a break etc. And I won't spend more time with them in week 2 because they didn't come in week 1, as that would not be fair to the student who comes every week.

- If there was a universal ethical code of conduct for lecturers towards students what should this include?

Uhm I think there are some frameworks I have come across, I'll send them over if I have a moment. But I do think that the University should have policies on the level of care we should provide. Then again, I think if people need a protocol to be ethical then they will probably not be very caring haha.

- Thank you very much. Is there anything else you wanted to add to this subject?

Uhm how long have we sat here? An hour? I think I am done. Good luck!

- Thank you! It was very good. Thank you again.

Appendix C: Consent form for the participants.

Leader information sheet

Research Project: Shared Leadership in Higher Education: Individual Reflections.

Project Team Members: Principal Research: Ingrid Kanuga

Supervisor: Dr. Geoff Taggart.

I would like to invite you to take part in a research study exploring to which extent academics are able to meet the ethical care they are aiming to provide to students whilst staying true to their self-understanding of academe as a profession.

What is the study?

The study is being conducted by a research student studying for the Doctorate in Education at the University of Reading.

The study will involve interviewing three lecturers within the University. The recordings of the interview will be transcribed and anonymised before being analysed.

Why have I been chosen to take part?

You have been invited to take part in the research because of where you are in your career and the role you fill.

Do I have to take part?

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the research, without any repercussions to you, by contacting the Principal Researcher, Ingrid Kanuga, Tel: 07826063563 email: Ingrid.Kanuga@uwl.ac.uk

What will happen if I take part?

You will be asked to participate in an interview regarding your viewpoints on shared leadership. This should take between 20minutes and 40minutes to complete.

What are the risks and benefits of taking part?

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. You will not be identifiable in any published report resulting from the study. Information about individuals will not be shared within the University.

Participants in similar studies have found it interesting to take part and to reflect on current practices. We anticipate that the findings of the study will be useful for your future practices as a leader.

What will happen to the data?

Any data collected will remain confidential and your identity be coded. This research project is for the purpose of the student leading the research and is not intended to be used for publication. The records of this study will be kept private. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the full doctoral study is completed within five years. All participants may request a copy of the final assignment submission.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the interview, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Geoff Taggart, University of Reading; email: Geoff.Taggart@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Ingrid Kanuga or Dr Geoff Taggart
Tel 07826063563, email: Ingrid.Kanuga@uwl.ac.uk
Dr Geoff Taggart : Geoff.Taggart@reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Kind Regards

Ingrid Kanuga

Research Project: The Academic: a profession with ethics and care for the digital age student

Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Participant : _____

Name of University : _____

Please tick as appropriate:

I consent to completing an interview

Signed: _____

Date : _____

Appendix D: Ethical approval form.



University of Reading
Institute of Education

Ethical Approval Form A (version September 2013)

Tick one: EdD

Name of applicant (s): ...Ingrid Kanuga

Title of project: The Academic: a profession with ethics and care for the digital age student.

Name of supervisor (for student projects): Dr. Geoff Taggart

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants that:	x	
a) explains the purpose(s) of the project	x	
b) explains how they have been selected as potential participants	x	
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	x	
d) makes clear that participation in the project is voluntary	x	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	x	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	x	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	x	
h) explains the arrangements for providing participants with the research results if they wish to have them	x	

i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email . If any of the project investigators are students at the University of Reading, then this information must be included and their name provided	x		
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	x		
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	x		
k)includes a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are available on request".	x		
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	x		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	x		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?	No risk	No risk	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	x		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	x		
6) Does your research comply with the University's Code of Good Practice in Research?	x		
	YES	NO	N.A
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?			x
8) Has the data collector obtained satisfactory DBS clearance?			x
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			x
10) If your research involves processing sensitive personal data ¹ , or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?			X

¹ Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			X
12a) Does your research involve data collection outside the UK?			X
12b) If the answer to question 11a is “yes”, does your research comply with the legal and ethical requirements for doing research in that country?			X
13a. Does the proposed research involve children under the age of 5?		x	
13b. If the answer to question 12a is “yes”: My Head of School (or authorised Head of Department) has given details of the proposed research to the University’s insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			X
If you have answered YES to Question 3, please complete Section B below			

PLEASE COMPLETE **EITHER SECTION A OR B** AND PROVIDE THE DETAILS REQUIRED IN

SUPPORT OF YOUR APPLICATION, THEN SIGN THE FORM (SECTION C)

A: My research goes beyond the ‘accepted custom and practice of teaching’ but I consider that this project has no significant ethical implications.	
<p>Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words. Attach any consent form, information sheet and research instruments to be used in the project (e.g. tests, questionnaires, interview schedules).</p> <p>Please state how many participants will be involved in the project:</p> <p><i>This form and any attachments should now be submitted to the Institute’s Ethics Committee for consideration. Any missing information will result in the form being returned to you.</i></p>	
<p>This study explores to which extent academics are able to meet the ethical care they are aiming to provide to students whilst staying true to their self-understanding of academe as a profession.</p> <p>The study will involve interviewing three lecturers. The recordings of the interview will be transcribed and anonymised before being analysed.</p>	

Interviews will be scheduled for October 2015.

B: I consider that this project **may** have ethical implications that should be brought before the Institute's Ethics Committee.

Please provide all the further information listed below in a separate attachment.

1. title of project
2. purpose of project and its academic rationale
3. brief description of methods and measurements
4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them.
7. estimated start date and duration of project

This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

C: SIGNATURE OF APPLICANT:

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: *Ingrid Kanuga* Print Name.....Ingrid Kanuga Date 01 September 2015

**STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE
INSTITUTE ETHICS COMMITTEE**

This project has been considered using agreed Institute procedures and is now approved.

Appendix E: Example of Framework

Source: Institute of Business Ethics (2010) Ethics Matters. Managing Ethical Issues in Higher Education. [Online]. Available at: www.cihe-uk.com [Accessed: 14 October 2015]

