The changing academic landscape:
implications for early-career teaching
(follow on from: Blazing a trail:
What have we accomplished? Where do we want to go?)

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Lynn McAlpine
EUI

ECR: Where do they go? What do they do?

- Globally
  - 70% Europe, 15% North America, 15% elsewhere
- In Europe
  - 33% Belgium, France, Germany, Italy, Spain
  - 14% UK
  - 12% Israel, Netherlands, Switzerland
  - 11% elsewhere
- Position held
  - 50% teaching/research
  - 37% research
  - 13% other

What external drivers are affecting higher education work (research and teaching)?

What are the implications for ECA as they navigate HE research and teaching expectations?

What are the implications for us who support ECA development? For our own CPD as well as the CPD we provide?

Pressing Issues

What external drivers are affecting higher education work (research and teaching)?

Higher education

- Global economic crisis
- 'Knowledge society'
- New technologies
- Internationalization
- Constant comparisons
- Reduced public funding
- Performance indicators, oversight, accountability

External drivers

e.g., Neumann & Tan, 2011; Latchem, 2011; Woehrer, 2014

What are the implications for ECA as they navigate HE research and teaching expectations?

Considering the drivers:

- What are the impacts, pressures, issues ECA face as regards research in order to gain permanence/ tenure?

- What are the impacts, challenges, issues ECA face as regards teaching in order to gain permanence?

Specific to research

- Social impact and engagement
- Measurement of quantity not quality
- From curiosity-driven towards more strategic inquiry
- Changing research-related practices (doing & reporting)
- Reduced research funding ➔ luck

e.g.,LERU, 2012 ; Kalayci, 2012

Impact of drivers

Specific to teaching

- Students as customers
- (Post) millenials: communication modes; social media savvy
- Regulations/curriculum: more diversity, inclusivity, mobility
- Degree instrumental: prepare for employment
- Measurement of quantity not quality
- Managing teaching while competing for grants and pubs that ultimately 'count more' for permanence

e.g., Vitelli, 2015; Roehl et al, 2013; Boud et al, 2013

Impacts

What are the implications for us who support ECA development? For our own CPD as well as the CPD we provide?

Planning forward:
15 minutes in small groups, then plenary

- What have we overlooked in our support for ECA? What should be we doing that we aren't now?

- What do we need to learn to do this?