

Introduction

This briefing paper is aimed at: academic historians; history students both undergraduate and postgraduate; heads of History Departments; the History subject associations; and the wider history community as well as the Executive of the Higher Education Academy.

It briefly outlines: the past work of the History Subject Centre; the proposed support for the teaching and learning of History in HE by the Higher Education Academy after August 2011; and activities the History community would like to be continued with suggestions for ways forward. The objective of the paper is to encourage dialogue about support for teaching and learning in HE History in the UK, leading to effective working relationships in the new environment.

The Present Structure

In October 2011, the Higher Education Academy (HEA) History Subject Centre, currently based at the University of Warwick, will close. The History Subject Centre has been in existence since August 2009. Before that date, History was supported as part of the History, Classics and Archaeology Subject Centre. The Subject Centre has provided a range of services and support for the Higher Education History community including:

- An interactive website (www.historysubjectcentre.ac.uk) with e-library, theme browser, pedagogical bibliography, news blog, social networking sites and resources
- Publications including the two *Historical Insights* series, newsletter, briefing reports and monthly e-bulletin
- Postgraduate and early career support, complementing work by History Lab and History Lab Plus
- Regional networks
- An international residential annual conference
- Special interest groups
- Research including work on 'history graduates with impact', international students, assessment and feedback
- Grant support for teaching innovation (in 2010, this amounted to over £50,000)
- Strategy and policy including work with the QAA, HEFCE, NUS, DfE, and OfQual
- Links with the major History subject associations; particularly History UK, the Historical Association, the Institute of Historical Research, the Royal Historical Society and the International History Scholarship of Teaching and Learning group (HistSOTL)

The past work of the Subject Centre has been guided by themes negotiated by the HEA and its funders but much has been community-driven responding to particular needs. Examples include the funding of a workshop to bring together historians of modern China in the UK to share teaching resources and the event led by the North-West regional network on 'Teaching using Visual Sources in History'.

The Future Structure

The HEA are committed to carrying on support for disciplines and this will be done via an academic lead in History (expected to be in post by August 2011) working within an Arts and Humanities team. The lead may be directly employed or seconded to the HEA and may remain based in an institution or at York but will be expected to spend 3 or 4 days a month at York. The Arts and Humanities team will be led by an Academic head based at York. For more information on the HEA staffing structure see Appendix 2.

The HEA have developed a Services paper (see Appendix 1) outlining the support it will offer to higher education institutions from 2011. Those most pertinent to the History community come under the heading of Academic Practice Development, which comprises of the following:

- Current Issues in Learning and Teaching: Workshop/Seminar Series
- Supporting Postgraduates who Teach
- Support for Staff new to Teaching
- Teaching Development Grants
- Resources Centre

Activities for the History community will be decided by the Academic Head of the Arts and Humanities team in conjunction with the discipline leads. It is not clear at present (April 2011) if there will be a budget for History-specific activities. It is likely that the teaching development grants will be open to all disciplines although perhaps allocated in different pools such as those specifically for early-career academics or for bids led by fellows of the HEA. It is expected that there will be a History specific area of the HEA website which will be maintained by the History lead. The major part of the HEA's publications strategy focuses on maintaining existing journals. Currently the History Subject Centre does not publish a journal and it is unclear what will happen with other publications

Whilst the shape of the new HEA is not yet fully clear, it is obvious that support for the History community will be very different to that offered in the past. The Services paper has also been developed from within the HEA and therefore is directive rather than responsive to the needs of the History community. The History Subject Centre team therefore considered it important to ask academics and students which activities they would like to be continued (or started up) for the HE History community after the demise of the Subject Centre. The conversation was started by the team facilitating a two-hour workshop at the 13th Annual Teaching and Learning in History Conference hosted by the Subject Centre at Lady Margaret Hall, Oxford from 4-5 April 2011. Conference delegates (who included historians from Europe, the US and Australia as well as UK academics at all stages of their careers) were asked to select the three activities they would like to be continued after October 2011. The four most popular activities were then worked on by teams who considered: ideas for continuation; barriers; who should continue the activity and recommendations. Delegates added comments to these themes throughout the conference (for full details see Appendix 3).

Support for Teaching and Learning in History at HE Level

The workshop identified a range of activities, some of which may be continued by the HEA (according to its Services paper) and others which may not. There are also activities where continuation is unclear although they conform to the HEA Services paper.

Activities which may be continued by the HEA

These include internet resources, early career support, some events and teaching development grants.

E-resources will be provided via the 'Resource Centre'. It is expected that there will be discipline specific pages supported by the relevant discipline lead. However, whether these will conform to a particular over-arching template is not yet clear. The History Subject Centre website will be continued at Warwick but will not be updated. It may be that one of the subject associations for History will be prepared to take over the website in order to continue updating it with relevant news, events and resources. There is also support from the international community for the continuation of the website which is unique in its focus on HE History teaching and learning.

Early career support will take the form of one discipline-specific event per year and a peer-facilitated online forum. It is not yet clear if the event will be free of charge.

There will be a series of workshops to address key academic and sector priorities that will be informed by, for example, current policy and practice issues, (inter)national discipline and thematic priorities and subject-level NSS analysis. However, the Services paper appears to suggest that these will be organized centrally so there may not be support for teaching-related workshops on History-specific issues.

Teaching development grants will be organized into different competitions. There will be a competition for early career academics, for example. Others may focus on interdisciplinary issues or collaboration. Larger grants will need to include among their applicants fellows of the HEA. Grants will be tied to one of the Academy's seven key themes (see pp. 7-8) Funding will not be ring-fenced for particular disciplines and thus the History-related bids will be in competition with those from other subjects. Competition for the grants is thus likely to be fiercer than for those previously offered by the Subject Centre.

Activities which will not be continued by the HEA

Matching the Academy Services paper to the priorities outlined by the workshop, it appears that there are activities that will not fit with the restructured HEA. These include: regional networks; the online bibliography; strategic issues (such as the defence of history teaching in schools and universities); special interest groups (such as historians teaching Irish history or the North-American network); discipline-specific publications and research.

Regional networks have proven to be a strength of the work of the Subject Centre and are highly valued. They bring together local groups of academic historians and postgraduates and allow small-scale workshops on themes of common interest. These workshops have included aspects of teaching such as 'the dissertation' or 'e-learning'. Sometimes they are focused around a particular period or topic such as teaching Marxism, eighteenth-century history or the Crusades. They have generally worked well because the Subject Centre has

taken responsibility for the administration, marketing and organisation of the event (including funding speakers travel) which has taken the burden away from the local organisers. They have been well attended and produced some excellent re-usable resources.

The interactive online bibliography was begun by the International History SOTL group and originally hosted at Indiana University. The bibliography on the scholarship of History teaching and learning is particularly valuable for those completing postgraduate certificates in Higher Education and those undertaking research projects on History related teaching in Higher Education. The bibliography allows others to upload entries and to add comments. At present it is hosted on the Subject Centre website.

Strategic issues have become an important part of the work of the Subject Centre particularly with the pace of change in schools, in the qualification framework and in HE both here and abroad. The Subject Centre has been able to provide evidence for particular policy makers or consultations and the Director has represented the HE History community on working parties considering admissions, transition, qualifications, contact hours, the curriculum, employability and so on. It is time-consuming but valuable work for the wider HE History community. The Subject Centre is able then to report findings back to the community.

Special interest groups are a valuable part of Subject Centre work. They may take the form of one-off events to tackle a particular issue (such as the past, present and future of the PhD in History) or be longer lasting networks (such as the North American History network). The Subject Centre has helped to facilitate and fund these groups and has responded to particular needs from the History community. This flexibility has been a very important part of the Subject Centre acting in a responsive mode to meet particular community needs. The Subject Centre has often worked in partnership with subject associations, particular History departments, museums and archives and the other Humanities Subject Centres.

The publication strategy of the Subject Centre has been central to its success. We have produced both hard-copy and e-publications to disseminate our work. For example, we have a monthly e-bulletin which is focused only on History teaching and learning news and events as well as spotlighting an aspect of our work. The bulletin is supplemented by a more substantial newsletter published in hard copy twice a year. We have two high profile series of pamphlets under the heading *Historical Insights*. One series focuses on teaching, including titles such as Hollywood for Historians, Teaching as a PhD, Digitised Newspapers and Contemporary Britain. The other, published in conjunction with the Institute of Historical Research, focuses on research including Quantitative Skills for Historians and Oral History. We regularly publish briefing papers (often in hard copy) on issues such as International Students, Inclusive Communities, History in Schools and HE and the National Student Survey. Our focused case studies are published online as part of our e-library. There is also a news blog which we restrict to news items of interest to teachers of History in HE, which feeds into our Twitter and Facebook sites.

One important aspect of the work of the History Subject Centre that will be lost in the new structure is the research and contributions to the scholarship of teaching and learning in History.

Activities where it is not clear if they will be continued by the HEA or not

The activity which was most valued by the delegates attending the workshop is the Annual Conference for Teaching and Learning in HE History. The conference is now in its thirteenth consecutive year and pre-dates the formation of the Subject Centre. The conference is residential and attracts a range of delegates from the UK and overseas. It has been attended by undergraduates, postgraduates, early career academics, professors, heads of departments and PVCs as well as school teachers, archivists, MPs and others interested in the teaching of history.

It is not clear from the Services paper if high profile residential events such as the annual conference will be continued by the HEA. However, if there is to be a conference next year, it is imperative that some planning starts very soon.

The communication strategy of the restructured HEA is also not yet clear. The Subject Centre has developed particular targeted mailing lists after consultation with the HE History community and updates this each year. So for example, information on postgraduate events is usually sent to a Department's Postgraduate Co-ordinator rather than to the general administrator. The annual survey of History NSS data is sent to Heads of Departments. Some departments give us specific advice on information they do (or do not) want to receive. We have opt-in forms for our mailing list, e-bulletin and publications.

Activities that will be continued once the History Subject Centre closes

The workshop identified early career and postgraduate support as one of the most important activities of the Subject Centre. We have developed workshops and resources that are highly valued by the History community (we have run four heavily over-subscribed workshops each year) and did not want these to be lost in the restructuring. Therefore, the University of Warwick has accredited our work as a blended learning module within its own Postgraduate Certificate of Academic Professional Practice. This module will be open to both internal and external applicants. It consists of two face-to-face workshops (which are optional), online resources and some online reflective activities. The module is aligned to the Professional Standards Framework and those completing it successfully will be able to use the credits for their own institution's Postgraduate Certificate of HE Teaching. The module is being piloted over the summer of 2011 and will be available in the autumn. Our past workshops and the blended learning module have been developed in consultation with History Lab and History Lab Plus (organisations supporting History postgraduates and postdoctoral early career academics hosted by the Institute of Historical Research).

The History Subject Centre website will continue to be hosted by the University of Warwick.

Recommendations

For the Higher Education Academy

- Decide if the Annual Conference will be supported or not
- Publicise the communications strategy
- Consider ring-fencing some funding for History (for example in Teaching Development Grants and events/workshops)

For Heads of Departments of History

- Consider supporting regional workshops for postgraduates and academics
- Support special interest groups on teaching and research issues relevant to your department
- Encourage academics to contribute to the research and scholarship of teaching and learning in History
- Encourage postgraduate and early career academics to take the accredited blended learning module on teaching HE History as part of their PG Certificate in HE

For the History Subject Associations

- Continue to liaise on strategic issues in teaching and learning
- Consider taking over the hosting of the Subject Centre website and the Online Bibliography
- Consider supporting publications in the area of teaching and learning

Appendix 1: Higher Education Academy Services Paper 2011-12

The Academy's work will be characterised by both continuity of provision (e.g. in relation to subject support) and taking forward existing areas of excellence, as well as the development of new areas of work, with the latter introduced on a rolling basis. Whilst the Academy's profile of work will be both dynamic and responsive to sector needs, its support will be targeted on the core areas of academic provision below.

The Academy's profile of work will, from 2011-12, be organised under the following headings:

- **Academic Practice Development**
- **Teacher Excellence**
- **Institutional Strategy and Change.**

A. Academic Practice Development

1. Current Issues in Learning and Teaching: Workshop/Seminar Series
2. Supporting Postgraduates who Teach
3. Support for Staff new to Teaching
4. Teaching Development Grants
5. Resources Centre.

B. Teacher Excellence

1. UK Professional Standards Framework (UKPSF)
2. Accreditation Services
3. Individual Recognition Service
4. National Teaching Awards.

C. Institutional Strategy and Change

1. Strategic, Institutionally-led Change: Programme of events
2. Learning and Teaching Survey Research: Developing Intelligence
3. Consultancy Services: Learning and Teaching in Higher Education
4. Leading Learning and Teaching: 'Academy Summits'
5. Policy 'Think Tank' on Learning and Teaching in Higher Education.
6. Subscriber and Partnership Development

The content of work will reflect the following current themes in higher education:

- Internationalisation
- Assessment and feedback
- Employability
- Flexible learning

- Retention and success
- Reward and recognition of teaching
- Education for Sustainable Development

Academic Teams will ensure that the above themes are reflected in their work programmes. There will be effective coordination and collaboration across teams to ensure that provision in relation to themes is focused and duplication avoided.

The Higher Education Academy Portfolio:

(NB. Dates outlined below are indicative of the initial development period for each area of work).

A. Academic Practice Development

Much of the HEA's work on developing academic practice will be focused at subject and discipline level.

A1. Current Issues in Learning and Teaching: Workshop/seminars series

- A series of subject-specific and thematic workshops, seminars and events for staff with teaching and learning support responsibilities. Topics will address key academic and sector priorities and be informed by, for example, current policy and practice issues, (inter)national discipline and thematic priorities, as well as subject-level NSS analysis. (2011-13)
- Pilots of videoed, podcasted and interactive/online seminars, workshops and conferences will be developed as part of the above provision and will be accessible through the HEA's web-based Resources Centre in A5 below (2011-13).

A2. Support for Staff 'New to Teaching'

- The HEA will develop a, web-based, downloadable toolkit of high quality resources targeted at those new to HE teaching, but with potential value to all teaching staff, and incorporating both subject-specific and generic/thematic learning and teaching materials (2011-12).
- The HEA will provide a wide range of subject-focused induction courses for new academic staff. These will, as appropriate, be linked with postgraduate level subject-focused modules and resource packs available in blended/distance learning formats, which are capable of credit transfer into generic Postgraduate Certificate in HE programmes accredited against the UKPSF (level 7/SCQF level 11) (2011-13).
- An online resources centre, incorporating subject-specific and generic/thematic learning and teaching resources and drawing on practical, high quality and internationally recognized materials will also be established.) (2012-13).

A3. Supporting Postgraduate Students who Teach

- The HEA's subject teams will develop an extensive range of targeted, UK-wide discipline-focused workshops to address the teaching and the learning support needs of postgraduates who teach. Topics will include: Planning and Preparing for Teaching; Presenting and Communicating Your Subject; Facilitating Seminars or Problem Solving Classes; Encouraging Participation and Providing Support; Assessing Student Work and Providing Feedback (2011-12). Distance-based/blended delivery formats will be evaluated as part of the development (2011-13).

A4. Teaching Development Grants

- Bid-based Development Grant funding will be offered as a way of stimulating evidence-based research and development projects, pedagogic 'position papers', and innovative provision in learning and teaching which has the capacity for broad, sector-wide impact (2011-12).
- Funding allocations will usually focus on key HEA priority areas as well as encouraging 'blue skies' development work. The resulting learning resources/development materials will be disseminated through the HEA website. A diversity of bids will be encouraged through the use of ring-fenced calls (for example, to those with less than 3 years teaching experience). The Academy is, furthermore, keen to allocate some grant funding to bids which, for example, demonstrate innovation through collaborative, cross-institutional approaches; or where Academy Fellows and National Teaching Fellows play key leadership or co-ordinating roles; or where students are directly involved as partners/co-producers (2011-13).

A5. Resources Centre

- A web-based resources service, incorporating a powerful search engine, will provide opportunities for users to interact with, share, discuss and upload evidence/resources on, for example, effective practices and open resources in relation to learning and teaching, subject-specific and generic areas of practice, strategy and policy (2011-13).
- A range of subject-related learning and teaching Journals will be published (online and/or in hard copy) following a review of its current Journals portfolio by the HEA's subject experts. As part of this, priority themes will be identified on the basis of subject-led and sector-wide needs; the potential for publishing self-sustaining journals will also be explored (2011-12)
- A web-based facility tailored to the needs of different groups of users (e.g. PVCs Learning and Teaching, Academic Practitioners) will provide key information on learning and teaching developments, events, publications, projects. (2012-13)
- The web-based service (complemented, where appropriate, by a telephone advice service) will offer general and/or subject specialist advice about key learning and teaching issues, HEA events, resources, networks and services. (2011-13).

B. Teacher Excellence

B1. UK Professional Standards Framework

- The HEA will continue to provide the UK Professional Standards Framework (UKPSF) as a national, sector-owned standards framework for teaching and learning support. Its currency will be maintained and enhanced through close liaison with higher education institutions and sector agencies. (2011-12)

- Supporting guidance for the UKPSF will be provided and regularly updated in line with changing institutional needs and national HE priorities (2011-12)
- An annual report on UKPSF's profile of use across institutions will be developed and provided to all relevant sector bodies and institutions (2012-13).

B2. Accreditation Services

- The current accreditation service to HEIs and other providers (including further education and private higher education providers) in support of both PG Certificate and CPD provision, will be further developed, incorporating regular review and re-accreditation arrangements in order to ensure the service remains fit for purpose and is well placed to meet changing sector-wide needs (2011-12)
- A fully-costed international accreditation process will be developed (2011-12).

B3. Individual Recognition Service

- The individual recognition route to HEA Fellowship will be reviewed and further developed, in liaison with HEIs and other providers (both in the UK and overseas) to ensure the provision of high quality and robust recognition services (2011-12).

B4. National Teaching Awards

- *National Teaching Fellowship Scheme (NTFS)*
 - The HEA will continue to manage and further enhance this high profile competition which recognises excellence in HE teaching and learning support (2011-12)
 - The HEA will work closely with the Scottish Funding Council/Scottish institutions to explore the potential for a UK-wide scheme (Current participation is England, Wales and Northern Ireland) (2011-12).
- *Student-led Teaching Awards Scheme*
 - The HEA will pilot a UK-wide student-led awards scheme for excellent teaching, based on an educational partnership between students, their tutors and HEIs (2011-12).

C. Institutional Strategy and Change

C1. Strategic, Institutionally-led Change

- The HEA will provide a flexible, rolling programme of support for institutional strategic change. Specific programmes and events will be led by Academy Associates and Consultants, as well as other learning and teaching-focused experts where appropriate (2011-12)
- The HEA's programme will be characterised by a clear enhancement-led focus.

C2. Learning and Teaching Survey Research: Developing Intelligence

- *Postgraduate Research and Taught Experience Surveys (PRES, PTES)*
 - The HEA will further develop its two high profile and highly successful postgraduate surveys through further refinement and wider sector penetration. Both surveys have strong reputations and attract increasing sector-wide support; in addition to offering institutional benchmarking opportunities,

enhancement forums, seminars and (inter)national conferences, the Academy will publish two overview Survey Reports annually, outlining key postgraduate education trends and issues (2011-12).

- *'State of the subject' Reports: National Students' Survey*
 - The HEA will provide a series of annual 'state of the subject' reports on a rolling basis, incorporating an overview analysis of NSS performance at the subject level (2011-13).

C3. Consultancy Services: Learning and Teaching in Higher Education

- The HEA will further enhance and develop its consultancy services at: Institutional and cross Institutional levels: Faculty and cross-Faculty levels; Departmental, cross-Departmental and Centre/Unit levels. (2011-13)
- Academy Associates and Consultants with learning and teaching expertise and credibility will provide flexible, bespoke consultancy support to HEIs, working with other agencies as appropriate. This provision will incorporate, for example:
 - Learning and Teaching in Higher Education: 'Getting more for less'
 - Learning and Teaching challenges for International Staff and Students
 - Leading Learning and Teaching, to maximise students' learning opportunities
 - Commissioned/bespoke 'Change Academy' provision
 - Using Evidence to manage change In Learning and Teaching (2011-13).

C4. Leading Learning and Teaching: 'HEA Summits'

- The HEA will provide an invitation-only, twice-yearly forum geared to the needs of senior managers in higher education (e.g. PVC/DVC, VCs and policy-makers leading HE learning and teaching).
- There will be a strong focus on influencing national policies and institutional strategies relating to learning and teaching (2011-12)

C5. Policy 'Think Tank' on Learning and Teaching in Higher Education

- The HEA will support a specialist Policy think tank function which will include the:
 - Provision of a 'policy watch' function and alerts relating to higher education learning and teaching policy in the UK, EU and, as appropriate internationally, including subject/profession-focused developments.
 - The commissioning and publication of policy focused 'position papers', i.e. papers and/or articles designed to stimulate national debate
 - Policy-related research and development (R&D) work focused on directly impacting debates and decision-making regarding the quality of learning and teaching in higher education
 - Academy inputs to national policy consultations.
 - Policy advice to government, funding and other HE agencies/bodies and the wider sector in relation to higher education learning and teaching. This will, in part, be achieved through Academy involvement in sector policy group meetings. (2011-12).

C6. Subscriber and Partnership Development

- New systems for effective management of relationships with institutions subscribing to the Academy and its principal partners will be developed. For example, Academic Associates with experience and credibility in higher education, will work as part of the

Academy's team, to support partnership development, promote the Academy's services and deliver consultancy as appropriate. Work in this area is likely to comprise

- a. *Institutional subscriber relations*: The maintenance and enhancement of partnerships and support for higher education institutions; (2011-12)
- b. *Partnership development with key non-institutional stakeholders*: The HEA will work closely with sector-wide agencies/stakeholders and non-HEA organisations to develop effective and efficient partnership working in areas of joint interest and benefit to the sector; (2011-2013)
- c. *Professional Statutory and Regulatory Body 'Future Teaching Summits'*: The HEA will develop a programme of engagement with key PSRBs and subject associations relevant to clusters of subjects/disciplines in order to discuss developing and issues trends in teaching and learning support. There will be a particular focus on agreeing joint action plans through a partnership working model. Academy Associates will play a key role in liaising with and managing the ongoing partnership work with PSRBs and subject associations. (2011-13)

Professor Sue Law
Director: Academic Practice
Higher Education Academy
Academy Services Paper (v7), March 2011

Appendix 2: Higher Education Academy Academic Leadership Roles, 2011 onwards

Six Academic Heads

- STEM
- Arts and Humanities
- Health Sciences
- Social Sciences
- Institutional Strategy
- Teaching Excellence

Support by

- Discipline leads (28). In Arts and Humanities there will be seven discipline leads (Languages; English; History; Music, Dance and Drama; Media and Communications; Art and Design; and Philosophy and Religious Studies [0.5 FTE])
- Academic leads (10)
- Academic Development Officers (18)
- Academic Associates (25 FTE posts recruited via expressions of interest)

Plus National Co-ordinators for Scotland and Wales/Northern Ireland

Appendix 3: Areas identified as important work to be continued by delegates to the 13th Annual Teaching and Learning in HE History Conference, 4-5 April 2011

Details of the discussions on the top four themes are below, but the additional suggestions for continuation raised by individuals were:

- Internet resources with tips, information, etc.
- Work based learning support
- Since the subject centres will be more grouped together, perhaps more interdisciplinary work with history.
- Teaching development grants
- Online bibliography
- Interactive forum online
- Subject based mail list
- Defence of history teaching in schools/universities ... a very popular subject!
- Support for small projects that promote relevant changes to and innovation in history teaching

NETWORKS

Individual suggestions:

- Regional centres
- Regional support (not just in major centres)
- Regular contact with named individuals for improving teaching
- Regional networks
- Regional networks
- Regional networks (including postgrad and early career)
- Increased network support
- Specific workshops and conferences
- Networking – space for relaxed focused discussion around history T&L (eg. Conf, day events)
- Special interest groups/networks/support/collaborations

Ideas

- A budget for regional networks
- Link with HA which has over 50 branches around the country
- If there is REALLY hardly any money we need a national co-ordinator for regional events

Barriers

- Conditions of service (teacher contracts)

- Funding advice

Recommendations

- From funding bodies
- Teaching in history/humanities – a journal/online journal with the HEA subject lead as editor

Who to take forward

- ?
- Associated newsletters, can include PG articles, blogs, etc (ie. Non-peer reviewed material/case studies) = authoritative home

PUBLICATIONS

Individual suggestions:

- Subject specific publications
- Briefing reports
- HE History Teaching journal
- History specific publications
- Publications
- Curriculum booklets/materials including teaching aids
- Bibliography of history specific pedagogical literature (best thing ever!)
- Insight booklets
- Publications
- Publications
- Published support material specific to history (in print and electronically)
- A periodical presenting experiences, project outcomes, etc

Ideas

- Increased importance of T&L for individual institutions: harness
- What kind of publications? Journal or one-off? ✓
- Journal would encompass all other materials

Barriers

- Money/funding ✓✓
- People to take responsibility
- Publishers' interest (or lack of)
- Gov degrading T&L
- Competition between HEIs could lead to lack of sharing of resources

Recommendations

- Connect with other historical associations, eg IHR, HA, RHS
- Tie conference/workshops to publications ✓
- [comment added later in the conference – talk with HA re: journals – History & Teaching History]

Who to take it forward

- HISTSOTL for bibliography
- People who run/attend conference

ANNUAL CONFERENCE

Individual suggestions:

- Annual conference
- Maintain annual history conference
- Learning & teaching events (conferences, workshops, etc)
- International conferences
- History T&L annual conference
- The History & Learning Conference
- Annual conference – discipline specific is great, but perhaps a humanities conference might be interesting for variety of approaches
- An annual history teaching conference like this one (crucial: ideas for the whole year)
- Annual conference
- International conference with travel assistance
- Annual conference

Ideas

- Get across message that history teaching is fun
- List some activity for history teaching – run by HEA – HNET/internet ✓
- [comment added later in the conference – better advertising, especially with enough warning]

Barriers

- culture of individual research for some historians
- time and priority
- culture of separation of research and teaching ✓
- finance ✓
- promotion and time

Recommendations

- online journal for networking and communication (History based and international)
√
- continue the conference face to face = value added
- appeal to new teachers in HEI history √
- communicate need to HODs and PVCs in T&L
- [comment added later in the conference – travel bursaries for postgrads]

Who to take forward

- HEA History Specialist √√
- Global network (via HISSOTL or HNET?) √
- JISCMAIL/LIST Server HNET

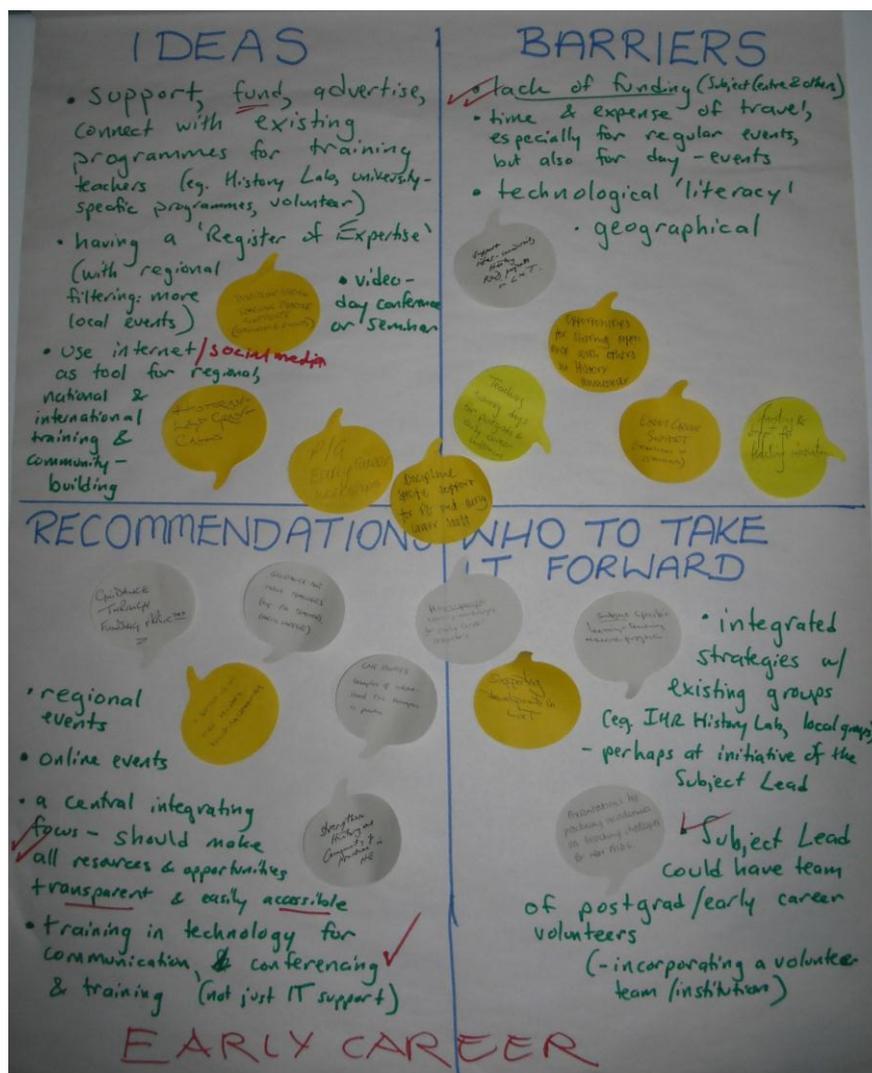
EARLY CAREER SUPPORT

Individual suggestions:

- Historian-led grant calls
- Discipline-specific teaching practice support (resources and events)
- Postgrad, early career workshops
- Discipline specific support for PG and early career staff
- Support inter-university History. R&D projects in T&L
- Opportunities for sharing experience with others in history community
- Teaching training days for postgrads & early career historians
- Early career support (transition to teaching)
- Funding & support for teaching innovation
- Subject specific learning and teaching research projects
- Presentations by practicing academics on teaching strategies for new PhDs
- Case studies – examples of subject based T&L techniques in practise
- Strengthen history as a community of practice in HE
- Guidance through funding applications
- Guidance for new teachers (especially PG teachers, early career)
- Sense of an HE History teaching community

Ideas

- Support, fund, advertise, connect with existing programmes for training teachers (eg History Lab, university-specific programmes, volunteer)
- Having a 'register of expertise' (with regional filtering for more local events)
- Video day conference or seminar
- Use internet/social media as tool for regional, national and international training & community building



An example showing the process of the group discussions

Barriers

- Lack of funding (subject centres and others) ✓✓
- Time and expense of travel, especially for regular events, but also for day events)
- Technological 'literacy'
- Geographical

Recommendations

- Regional events
- Online events
- A central integrating focus – should make all resources and opportunities transparent and easily accessible ✓✓

- Training in technology for communication, conferencing and training (not just IT support) ✓

Who to take forward

- Integrated strategies/existing groups (eg. IHR History Lab, local groups) – perhaps at the initiative of the Subject lead
- Subject lead could have team of postgrad/early career volunteers (incorporating a volunteer team/institution) ✓
- [comment added later in the conference – talk with RHS – conference and workshops]