TEACHING PHILOSOPHY AND LEARNING SUPPORT IN HIGHER EDUCATION AS INSPIRED FROM THE SENIOR FELLOWSHIP OF THE HIGHER EDUCATION ACADEMY, UK: A CASE STUDY FROM BAHRAIN

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Abstract
Teaching and Research conveys to people in general a surge of articles that address vital and integral subjects from the point of view of comprehension, dissecting, and trying to change contemporary educational processes and to advance the progression of educating and instructive research. Progressing toward this path requires the examination of a significant number of us who are available in developmental spaces, going from colleges and universities to schools, Hence, in this article I have adopted a holistic approach to reflect my teaching experience and learning support in higher education for almost two decades in terms of (1) design and plan learning activities, (2) teach and support learning, (3) assess and give feedback to learners, (4) develop effective learning environment, and (5) engage in continuing professional development (CPD) in subjects, as inspired from the SFHEA, UK. Consequently, openings can be made for the constitution of other instructive procedures, upheld by new practices equipped for beating existing issues in the higher education sector. The significance of this article lies in the way that it is imperative to develop examinations and reflections on how educators are prepared and function. All things considered, teaching individuals is an extremely complex movement, and little is thought about mental improvement and learning forms in grown-ups.

Keywords
Teaching Philosophy, Learning Support, Higher Education Academy, United Kingdom Professional Standards Framework (UKPSF), SFHEA, Kingdom of Bahrain

Introduction
I have worked as an academic in higher education (HE) for 20 years. I started as a teaching assistant at Cairo University, Egypt teaching several modules such as Business, Finance, Projects Management and Bank Management. After 5 years there, I began my PhD at the University of Wales, UK. During my four years of the Doctorate study, I participated in many workshops, symposiums and research seminars and presented at many academic conferences both within the University of Wales and in other universities in the UK, such as Lancaster, Manchester and Birmingham universities.

After completing my PhD, I worked at Cairo university as an Assistant Professor of Business and Finance for 4 years, then I worked at the University of Dubai, College of Business Administration (AACSB accredited college, UAE) until I joined the Applied Science University, Bahrain (ASU) in 2014 as an Associate Professor of Business and Finance. This accumulated experience has significantly improved both my subject specific and core research knowledge in addition to my abilities in designing and planning learning activities as well as developing my sound understanding of leadership in higher education institutions.

The role of leaders within higher education institutions has grown considerably in recent years, driven by the effect of The institutions in developing learners who later develop as leaders in wider society (Black, 2015). Avolio et al. (2004) define leadership in terms of “traits, characteristics and behaviors that focus on a clear vision, action, modelling the way, ethical relationships, congruence, trustworthiness and collaboration” (P. 803). Boyatzis et al. (2012) in Hoffmeyer et al. (2015) argue that “the nature of relationships with leaders influences job satisfaction, turnover, positive relationships and wellbeing of followers and organisational productivity” (P.183).

For me, leadership is a personal commitment to make a difference in behaviors and practices of others within the institution. Several styles of leadership exist in HE (i.e. democratic, laissez-faire, autocratic, transactional and transformational). I consider myself a democratic leader throughout my years of experience in different HE institutions. As Siddique et al (2011) point out being a democratic leader in HE means that I should be “knowledgeable and skillful person, open and collaborative with my followers, I should lead and direct them, and providing them proper feedback. I must also have to administer my day to day activities and have to properly manage the operations and people, and empower followers

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i.e. provide them with the appropriate autonomy that can enable them to make decisions” (P. 190). The examples and evidences explained in this article demonstrate clearly that my leadership style and practices boost my colleagues’ morale and improve their performance in teaching, learning, assessment and conducting research since they significantly contribute to the decision making process. When the university or college embarks upon change, my democratic style of leadership helps and convinces colleagues to accept changes easily since they play a role in this process.

This paper is structured as follows: Section 2 presents the theoretical framework literature review and discussion; Section 3 describes two case studies on leadership and mentoring in higher education; Section 4 provides summary and concluding remarks.

Theoretical Framework, Literature Review & Discussion

Throughout my two decades in higher education, I have developed my understanding of how students learn, applying this to my own teaching and, in turn, to my colleagues and mentees helped in many cases the whole college learning environment. I reviewed diversified literatures from different sources, observed colleagues with long experience in teaching and learning and invited peers to my lectures. This scholarly activity has played a vital role in improving my teaching and I excelled within the HE environment and with observations confirming my teaching and support of students to be outstanding.

For example, in my first years of teaching I was using the one way communication in classroom. Two years later and from several discussions and informal feedback from students, colleagues and mentors, I recognized that I should change my style of teaching to be less teacher directed. Since then I began to change my approach and to use two way communications in order to support students more and make the environment in classroom more enjoyable for all. This development in teaching has had an impact on both students and colleagues; as students started to participate more and link between the subject and the experience in the workplace.

In addition, through the classroom peer visits and observations, several colleagues and mentees expressed their interest in adopting this interactive method of teaching in their lectures and tutorials. Three years later, I was asked by Cairo University to conduct a 3 day training course for the new colleagues on how to be an effective communicator in teaching. Seventeen new faculty members attended this workshop and their formal feedback and assessment indicated that they benefited a lot in developing their communication skills when teaching and communicating with students in HE.

At ASU, I have been promoted to the position of programme leader for the Management and Business Studies (MBS) Programme (a partnership between ASU and Cardiff Metropolitan University, UK) (see Case Study 1). In leading the MBS programme I was influenced by some pedagogic research such as Hoffmeyer et al (2015), Black (2015) and Quinlan (2014) who argue that leading teaching teams effectively and influencing quality learning experiences for students and colleagues is ‘evidence’ of leadership in learning and teaching. My first key role was to revalidate the MBS programme and to get the Cardiff Met. endorsement. As a programme leader, I was responsible for planning and designing the learning activities of this programme. I based my effects on some pedagogy such as Whittlock & Rienties (2016), and MacLcan & Scott (2011). For example, I designed the course curriculum for some subjects such as Quantitative Methods in Management (level 6), Operations Management (level 7) and Projects Management (level 8). In designing any course, I meet with my programme team to decide together on the appropriate intended learning outcomes (ILO’s) and determine the feedback and assessment methods. Having done that, I asked them to think about the course structure, teaching and learning activities, how we were going to grade and finally we came up with the first draft of course syllabus. Applying and reviewing this methodology of course design collaboratively with my programme team enabled them to design many other course curricula independently.

I lead by example to build and maintain this culture in the minds and hearts of students and colleagues. Throughout my career I have actively initiated and led innovation in teaching and learning activities in both the courses and programmes. For instance, in ASU the majority of students are local (Bahraini) and therefore the English is not their first language. Another challenge is that the overwhelming majority of students are not strong enough in mathematical issues that dominate my courses especially in Quantitative Methods in Management and Projects Management. Hence, I had much more interaction with those types of students and their tutors who run their pre-sessional English and Math courses. Based on several meetings and discussions with these tutors, I now allow a more gradual transition to an English only classroom according to the progress of my students’ abilities in English and Math on the first two semesters of study at ASU. Having initiated this approach, the number of students who were facing English and Math difficulties in my classes has decreased significantly (- 40-50%). Therefore, I have successfully led and implemented a new approach across my college which impacted on the practice of many colleagues who were having similar problems and developed a culture of sharing professional practice focusing on students’ needs which is now embedded and valued by all colleagues in the college.

Furthermore, my enthusiasm for new teaching techniques and more students support has involved me in some action research. In developing my research methodology, I was influenced by Young et al (2010) and Arnold (2015) who viewed action researchers as leaders making improvements through their research for the best interest of their students. As Arnold (2015) points out by conducting action research the world can be seen differently from different perspectives. Action research should follow sequential steps and it always involves planning, then making a change and then reviewing the situation to generate learning. For example, at ASU I was teaching several courses such as Quantities Methods in Management, Finance, Projects Management and Bank Management. After the first semester I faced a problem with my students regarding the type of material and PowerPoint slides that I was using to deliver my courses. The problem was that most of my presentation slides were full of...
numbers, mathematical equations, tables and graphs that many students felt scared of, and the slides were not really attractive for most of them. Therefore, in order to tackle such a problem, I decided to conduct an action research to develop my teaching materials in a way that motivate students to participate more and to support them in understanding the subject more.

I began the action research in February 2016 for three weeks by changing the PowerPoint materials and making them less dependent on large amount of information. I also simplified the mathematical equations and used different colors and animation. Three weeks later, I measured the results of this experiment on students. I found a significant improvement in their participation and interaction in the classroom as well as major improvement (over 32%) in quiz marks.

As a democratic leader in HE, I seek continually to ensure students and colleagues receive the very best experience I can provide. Therefore, I shared and disseminated the results of my action research with all colleagues in my college in order to inspire them on how they can improve their teaching and support of students through action research. Consequently, as reported by the dean of my college—“I initiated a new culture within the college” and several colleagues started to conduct action research to overcome some challenges in their teaching and to use evidence-informed approaches and the outcome from research to support learning.

Moreover, I am an active researcher in the field of Business and Finance. I have authored two books on Business Administration and Finance, presented research papers at over 15 conferences related to my field, including international conferences, have 16 articles published in international peer reviewed journals such as: International Journal of Economics and Finance, International Journal of Economic Research, and International Business Management. This research has impacted on my own understanding of blended learning and the results published articles have impacted on my colleagues especially those who did not publish any articles before. For instance, one of my colleagues at ASU asked me how to publish a research paper in an international journal. I met with him several times, provided some guidance, reviewed his paper and gave him some comments and feedback on his research. Three month later, he managed to get an acceptance for publication in an international Journal. Since that time he started to publish his work internationally and this momentum inspired to some other colleagues in the College of Administrative Sciences to start publishing their work in some international Journals.

Furthermore, I am the research coordinator of the College of Administrative Science at Applied Science University (ASU) and a Research Fellow of the Asian Accounting, Finance and Business Research Unit (AFBRU) at University of Bahrain, UK. Before joining ASU in 2014, I was an Associate Professor of Finance & the DBA programme leader at Cairo University and an adjunct faculty member at the University of Dubai, College of Business Administration, (AACSB accredited College, UAE). Working for these various universities, involved me in a series of continuing professional development (CPD) in leadership, teaching & learning, assessment and conducting research and has impacted on the development of both my students and a large number of my colleagues over the last 20 years. I have remained committed to engaging in CPD and using its outcome to inform my practice in HE institutions. I have been involved in various types of CPD activities at different universities, such as numerous discussions with peers and colleagues in my discipline, mentoring and supporting colleagues to develop their teaching, networking with colleagues from other universities inside and outside Bahrain, participating in a wide range of domestic and international learning and teaching workshops and conferences as well as conducting research into learning and teaching. This has impacted directly on my ability to mentor and support others in teaching and learning as explained in more detail in Case Study 2.

Externally, I am an active member of the Higher Education community and have been a Fellow and a Senior Fellow of the HEA, UK. Working towards the fulfillment of the five HEA areas of the UKPSF has had a great impact on my reflections and actions in different higher education institutions. Further, I have been an external examiner for Gulf University and AMA University (Bahrain), and King Abdulaziz University (Kingdom of Saudi Arabia), as well as a reviewer to some international peer reviewed Journals such as the Business Review Cambridge Journal, and International Research Journal of Finance and Economics. This provided me with opportunities to provide support and consultancy on developing courses and research beyond my institution.

I have taken on the role of mentor to new members of staff for more than 10 years (see Case Study 2). Hall (2002) in Sheri and Richard (2007) defines mentoring as an “intentional relationship focused on developing self of relatively unseasoned protégé (mentee) through dialogue and reflection; an implicit focus on development of the next generation in context of interpersonal relationships” (p. 147). I have actively encouraged and supported a group of new colleagues who had no experience in higher education programmes. This resulted in improving the quality of their teaching and support to students in HE. Not only students at my college have benefited from my role as a mentor but also many colleagues have achieved some positive results such as improved self-confidence, an increased availability of advice & relevant information as well as additional personal support.

Another mentoring role is after I achieved the HEA Fellowship, ASU selected me to attend a special workshop titled Train The Trainer (TTT) that was conducted by the HEA in Bahrain to be a certified HEA trainer and therefore, I can help my colleagues who are intending to apply for this valuable fellowship. I was assigned to some mentees to help them to achieve the HEA fellowship. As described in Case Study 2, I helped them to prepare their applications for the HEA Fellowship. I have gained huge benefits both personally and professionally from my 10 years work as a mentor at different universities. My own teaching practice has tremendously benefited from observing others and I have continued to develop myself and hopefully this will enable me to be a more effective leader and mentor in the future.

I designed, delivered and assessed a wide range of modules for different subject areas at different levels i.e. level 5, 6, 7 and 8. Teaching across these different academic levels and across various subject areas has significantly developed
my ability to adopt suitable pedagogic paths and develop effective learning environments. Throughout my academic life and leadership, I have worked in a wide range of learning environments including physical, psychological, and virtual learning environments (VLEs). I always try to do my best to manage and optimize the use of these types of environments, so that I can meet the needs of my students and support them more.

The introduction of VLEs changes the relationship that students have with their course of study. As students can learn without the presence of their instructor, but in this case I should manage and make the virtual environment accessible and easy to use by all of them. For example, at ASU I initiated the use of an online induction to new students to develop contact and receive information before they join the course. Another example is the use of the Moodle-e-learning system provided by ASU, which allows my students to access all learning materials on a 24/7 basis in their own preferred physical environment hence, they can always download lectures notes, case studies, assignments and online quizzes and they can also interact with me by asking questions and raising some issues related to the subject that they may wish to clarify. Through my academic leadership and management of this element I was able to increase the satisfaction rate of my students from 42% to 93% (as reported in their formal feedback) via developing an effective learning environment. In addition, I have supported many new colleagues with training on how to use this software producing a range of supporting materials that they could use to develop their abilities in teaching and supporting students.

Moreover, as far as assessment methods and giving feedback to students are concerned, I usually use formative and summative assessment with both my undergraduate and postgraduate students. The goal of formative assessment is to improve classroom results “the teacher’s skills and ability, and the student’s achievement of instructional objectives”- by improving the tools i.e. “instructional strategies, teaching techniques, and measurement of learning” (Theall and Franklin, 2010, p. 151). In many cases, students who received feedback at an early stage of their course of study, came back after final exams and expressed their appreciation on how much they benefited from the feedback to improve themselves before the final exams. As an academic leader, I always use this feedback to enable other colleagues and staff to develop additional diverse assessment on their modules.

I also use the summative assessment in midterm exams, group or individual projects, and final exams in order to evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period. Further, at ASU I always submit midterm and final exams to internal moderators and then to external examiners in order to ensure that all exams are in line with the standards of quality set by QAA and that all students are treated equally. External examiners for the subject have always commented on my strong leadership, high standards, rigorous assessment, action planning based on reflective practice and innovative teaching & learning strengthened by my pedagogic research.

**Case Studies on Leadership And Mentoring In Higher Education**

As I explained earlier in this article, reflections have revealed how much my democratic style of leadership has impacted on both students and colleagues in improving the quality of teaching, and the students experience across the institution. Also, examining the five HEA areas and fitting my personal and academic experience and leadership within the UKPSF, is a turning point toward further development in my leadership and mentoring roles in higher education. The subsequent Case Studies reflect on some of this in more depth in relation to my roles as an academic leader and a mentor in different HE institutions.

**Case Study (1): Leading the Management and Business Studies Programme (a partnership between ASU and Cardiff Metropolitan University, UK)**

At ASU I was promoted to the position of programme leader of the Management and Business Studies (MBS) programme, as a partnership between College of Administrative Sciences, ASU; and the School of Business, Cardiff Met. University. My main role was to revalidate the MBS programme and to get the Cardiff Met.university endorsement. Therefore, my overall goal was the development of a cohesive, pertinent and deliverable module descriptors and programme specifications within the required time scales. This case study explains my leadership and collaboration with programme team and colleagues to accomplish this goal.

As mentioned earlier, I consider myself a democratic leader and believe that developing leaders and leadership are important factors to improve learning and teaching in higher education. Higher education leaders need a combination of leadership and management in order to be able to handle the different challenges associated with this sector (see Wang et al, 2014; Van Ameijde, 2009, and Clark et al, 2013). This style of leadership boosted my team members’ morale since they were contributing to all decisions of the revalidation process. This made them feel that their opinions are really mattered and accordingly motivated them to give extra efforts to achieve the goal of the team in revalidating the MBS programme.

The Business Administration Department at ASU offers Bachelor of Business Administration (BBA), Master of Human Remorse Management (MHRM) and Master of Business Administration (MBA). The BBA programme with more than 1500 students is one of the largest programmes within the university, while the MHRM and MBA programmes are relatively small. Introducing and validating the new programme (i.e. the MBS programme) was considered to be contradicting with the current one (the BBA programme) by the HEC and Ministry of Education in Bahrain.

Hence, I faced several challenges in managing and leading the MBS programme such as:

1. To explain to the HEC in Bahrain the main differences between the current BBA programme and the new MBS programme, so that we could get their approval to start the new programme.
2- After validating the MBS programme by Cardiff Met.University, the HEC required some changes in the programme which led to a revalidation of the MBS programme in order to get the Cardiff Met. university endorsement after these changes.

3- The revalidation process required several amendments and changes to the MBS programme, including:
   - To develop module descriptors and programme specifications within the required time scales.
   - To convert credit hours of these modules from the American system to the British system (Notional Hours).
   - To adjust the methods of assessment for most modules in terms of weight and type of assessment and to include both formative and summative assessment.
   - Mapping the modules of the programme after revalidation with the programme learning outcomes and NQF.
   - To prepare a Handbook and academic calendar for the MBS programme after revalidation.
   - To formulate the advisory board for the programme that should include internal members as well as some experienced external members.

In addition, the revised MBS programme needed to meet regulatory requirements by HEC along with subject benchmark standards. This had to be done with different partners such as students, faculty members & staff, employers and the top management of ASU. As a programme leader, I had several meetings and brainstorming sessions with my team in order to decide how we could work together to perform the revalidation process successfully and to handle all other challenges that were facing the MBS programme (Sveiby, 2011 and Frost, 2004). Hence, I coordinated the team to write the different modules of the programme and ran a series of workshops and provided individual support.

I assigned different tasks to every one or two members of my team, according to their background and expertise, along with a time schedule for each task and made myself available on a 24/7 basis to clarify any issue or answer any question they may have had.

I also benefited from the occasions of some workshops and conferences that took place in ASU in order to get some consultations from stakeholders such as students, managers, practitioners and staff to get their opinions and perspectives on different issues related to the MBS programme. In addition, alumni and past students were consulted directly and I asked students representatives to give their comments on the MBS programme specifications. An example on the impact of consultation was more focus on formative assessment and presentation skills in preparing the new MBS programme which led to a revalidation of the MBS programme at the next Business Administration Department meeting then at the college council meeting.

Consequently, I assigned the development of modules (including modifying learning outcomes, credit hours, assessment methods, mapping, etc.) to every member in my team to be done in a specific time (see Wallinet al., 2010; Thorpe et al., 2011, and Uhi-Bien, 2007). Moreover, I highlighted the need for easy access to the MBS programme to everybody within and outside ASU. Hence, the programme specifications along with module descriptors were made available on the university website for the benefit of students, new faculty members and many other stakeholders.

My main goal was accomplished, I led the team through the revalidation process and the MBS programme was successfully revalidated on time and endorsed by Cardiff Metropolitan University with minimal conditions. Having led the revalidation of the MBS programme, I have gained a comprehensive understanding of the leadership skills in HE, QAA's Higher Education Qualification Framework in addition to other relevant subject benchmark standards.

Case Study (2): Mentoring and the development of others

Mentoring can take a formal or informal relationship. Gibb (1999) argues that formal mentoring is usually initiated by a college or university to help its faculty and staff in different aspects such as: new employee socialization, improve performance and realize potentials. Informal mentoring is a relationship between senior staff (mentors) who are associated with younger people (mentees or protégés) in a university or any organization. Galbraith
(2001) describes this relationship of informal mentoring as unplanned and an unexpected relationship and points out that “certain chemistry exists drawing and attaching two individuals together for the purpose of personal, professional and psychological growth and development” (P.261). Throughout my 20 years of experience in HE I have experienced both formal and informal mentoring at the various universities I worked for such as Cairo University, University of Wales, University of Dubai and ASU. Further, my democratic style of leadership has significantly impacted on my role as a mentor in different HE institutions. For example, in 2006 I began mentoring a group of some new colleagues at Cairo University who had just received their PhD and had no experience in higher education programmes. Although it was not an easy task, I was delighted and keen to take this responsibility and play a role in developing a group of my colleagues as this would result in providing quality teaching and support for our students. This idea is supported by Gibbons (2000) and Rosser and Egan (2005, P.125) who consider mentoring as “a protected relationship in which learning and experimentation can take place. Potential skills can be developed on and results can be measured in terms of competence gained by mentees’.” In order to do this task, I conducted several workshops for this group and introduced some concepts to them on planning and designing learning activities, methods of assessment and giving feedback to students, and communication skills in HE. Moreover, I provided individual one-to-one support for lecturing and assessment at their request. Having done that for one academic year, the majority of group (17 faculty members out of 20 i.e. 85%) started to change their practice and a new culture emerged in the business administration department i.e. quality of teaching and learning became at the heart of our work. This was evidenced by formal students’ feedback, class observations and internal & external examiners reports.

The new culture of quality in our department had a significant impact on students learning experience as shown by their satisfaction feedback on the programme which increased from 51% (satisfactory) in 2006 to 92% (excellent) in 2008 especially in teaching and learning. Not only students at my college have benefited from my role as a mentor but also many colleagues have achieved some positive results such as improved self-confidence, an increased availability of advice & relevant information as well as additional personal support.

Working as a teaching and learning mentor for more than 10 years in several universities such as Cairo University (Egypt), University of Dubai (UAE) and ASU (Bahrain) provided me a good opportunity to apply different styles of mentoring that are depending on the nature of support, structure and activity in the mentoring relationship i.e. moderate mentor, unconditionally supportive mentor, and low-key mentor (see Cho, 2011; Branchaw, 2010, and Longhout Rhodes and Osborne, 2004). From practice, I found that the moderate mentoring style was the most suitable and of major benefit for my mentees in different situations and at the various universities worked.

However, there is no one optimal method of mentoring that should be applied in all situations, and the relationship between mentors and mentees can be developed in different ways. In this respect Parsloe and Wray (2000) in Klasen and Cltterbuck (2002) indicate that the mentoring process consists of 4 main steps:

1. Establish learning needs and set up a personal development plan
2. Enable the mentee to become an independent learner
3. Evaluate the relationship between mentor and mentee(s)
4. Mentor should facilitate the accomplishment of learning objectives

Being a democratic leader helped me to adopt the “Mentoring Up” approach in mentoring others. “Mentoring up” as introduced by Lee et al (2015) is “a concept that empowers mentees to be active participants in their mentoring relationships by shifting the emphasis from the mentors’ responsibilities in the mentor-mentee relationship to equal emphasis on the mentees’ contributions. “Mentoring up” is adapted from the concept of “Managing Up,” or “Managing your Boss” introduced in Gabarro and Kotter’s classic paper in the Harvard Business Review (1980)” (P. 135).

Another major mentoring role-in which I applied the “Mentoring Up” approach-was after I achieved the HEA Fellowship, ASU selected me to attend a special workshop titled Train The Trainer (TTT) that was conducted by the HEA in Bahrain to be a certified HEA trainer and therefore, can help my colleagues who are intending to apply for this fellowship. I was assigned to some mentees to help them to gain the HEA fellowship. My role of mentoring them started by attending with them the HEA training programme that was held at ASU in order to facilitate, clarify and explain any issue or answers any question they may have during their training sessions.

After these training sessions, and as suggested by Lee et al (2015):Parsloe and Wray (2000), and Klasen and Cltterbuck (2002), I had a meeting with my mentees to agree on a personal development plan on how they can prepare their applications to become fellows of the HEA through explaining the UK professional Standards Framework (areas of activity (A), core knowledge (K) and professional values (V)). Then, I began to help them to become independent learners by asking them to write one area of the HEA application and provided some oral and written feedback on their reflections and evidences when they wrote this section. Having done that, I evaluated the relationship between me (as a mentor) and my colleagues as (mentees) in order to find any room for improvement. I also facilitated the accomplishment of learning activities by helping them to overcome any problem as well as providing them with a continuous feedback on their application progress. Hence, after six months of my role as a mentor, I successfully helped my mentees to prepare their applications for the HEA Fellowship. Two of them have already achieved the status of FHEA, while three others are about to submit their applications to the HEA. In addition, my colleagues reported in a survey conducted by ASU a range of benefits of being involved in this mentoring process such as: reduced stress in writing their applications, more academic achievement and a sense of loyalty and belonging to ASU.
Concluding Comments

The findings of this research effort reveal that the most common factor affects the higher education institutions is that higher education leaders need a combination of leadership and management so as to address the difficulties looked in the sector; partition of these aspects is counterproductive and will not address the negative effect of managerialism saw inside establishments. A productive strand of work could make more unequivocal cross-area examinations, especially with associations that offer comparative highlights to advanced education, for example, university colleges, teaching hospitals and expert administrations. Furthermore, the examination permitted understanding that, when students can read an academic research in their course of study, they wind up skillful interpreters to deliver noteworthy translations of the world. At long last, the analysts reasoned that the ideas and practices in the field of teaching and learning are imperative open doors for the development of information in light of students’ educational encounters.

In this article, I have shared my two decades of teaching experience and learning support in higher education in terms of (1) design and plan learning activities, (2) teach and support learning, (3) assess and give feedback to learners, (4) develop effective learning environment, and (5) engage in continuing professional development (CPD) in subjects, as inspired from the SFHEA, UK. Further, I presented two case studies in leadership and mentoring in higher education namely: Leading the Management and Business Studies Programme (a partnership between ASU and Cardiff Metropolitan University, UK), and Mentoring and the development of others.

I have gained huge benefits both personally and professionally from my 20 years work as a professor, academic leader and mentor at different universities. My own teaching practice has tremendously benefited from observing others and I have continued to develop myself and hopefully this will enable me to continue to be an effective leader and mentor in the future. Disseminating this experience can benefit other new faculty members and professors in developing their capabilities in teaching, planning learning activities, assessing and giving feedback to students, developing effective learning environment and engage in various activities of CPD. In addition, this article can significantly assist those professors who are planning to get the valuable and prestigious fellowship or senior fellowship of the higher education academy, UK.

References


