

# Incentivising excellent teaching in a research led environment

Annette Cashmore

[www.le.ac.uk/genetics/genie](http://www.le.ac.uk/genetics/genie)

## *CETL initiative*

**“... promoting innovation,  
recognising and rewarding  
excellent standards in learning  
and teaching”**

- State of the Art Teaching Facilities
- Project Work & Research
- Virtual Genetics Education Centre





GENIE





# Examples of GENIE Projects

- Undergraduate Practical Resources for Analysis of the Human Genome
- Meiosis Tutorial
- DNA Structure and Sequencing Tutorial
- Bioethics Bytes
- Educational Videos
- Personal tutor project
- Sustainability of teaching and learning
- Employability
- Feedback project















# SWIFT

## Second World

## Immersive Future Teaching

### Projects

[University Home](#) → [Projects](#) → [SWIFT](#)

#### SWIFT

[About SWIFT](#)

[The SWIFT Team](#)

[Swift blog](#)

[SWIFT Discussions](#)

### SWIFT

#### Second World Immersive Future Teaching



Introduction to the teaching role within SWIFT

The SWIFT project is a collaboration between the [Beyond Distance Research Alliance](#) and [GENIE](#), Genetics Education Networking for Innovation and Excellence, which is a Centre for Excellence in Teaching and Learning (CETL).

The project is funded by the [Higher Education Academy National Teaching Fellowship Scheme](#) (NTFS) – acknowledges the growing need for new approaches to effective laboratory-based learning, where issues of space, time and resources lead to pedagogical limitations in the use of practical classes involving student engagement in pre-designed experiments.

SWIFT addresses these limitations by developing laboratory activities in [Second Life](#), researching their impact on teaching and learning in biomedical sciences, and thereby providing exemplars for transfer to other sciences.

SWIFT investigates the student experience and learning outcomes from these Second Life activities, and compares them with outcomes from other modes of learning. It is not intended that such approaches should replace real-life laboratory activities but complement them, improving the learning experience.



Early introduction to the SWIFT project

#### Contact SWIFT

GENIE



Tel: (+44)116 252 3479  
Fax: (+44)116 252 3378

Beyond  
Distance



Tel: (+44)116 252 3697  
Fax: (+44)116 252 5725  
Email: [beyond.distance@le.ac.uk](mailto:beyond.distance@le.ac.uk)

#### Blog

##### Recent additions

[So, what did you think?](#)

[First study complete](#)

[New video describing the SWIFT Teaching Fellow role](#)

[Experiments begin!](#)

[Pictures from the labs](#)

[▶ More...](#)

#### Sponsored by



# Students as Collaborators

*teaching & learning in HE for the 21st Century*

On Wednesday, 5 May 2010 the University of Leicester Students' Union and GENIE (CETL in the Department of Genetics), are hosting a symposium on active student engagement in learning and teaching, challenging the 'student as customer' concept

In a combination of speeches, workshops and discussions, students will showcase how they've become more actively engaged within their learning communities. Alongside this, academics will explain the different ways they've empowered students to become more actively engaged, breaking down the traditional teacher - learner barriers.

## Keynotes

**Professor Lesley-Jane Eales-Reynolds**  
*Chair of the Association of National Teaching Fellows and Director of Learning & Teaching at the University of Westminster*

**Professor Annette Cashmore**  
*Director of GENIE, the Centre for Excellence in Learning and Teaching in Genetics at the University of Leicester*

*with discussions led by,*

**Dr Paul Taylor**  
*Director of the Reinvention Centre in Warwick*

**Berry O'Donovan**  
*Head of Learning and Teaching Development, Deputy Director ASKe Centre for Excellence Business School Oxford Brookes*

**Derfel Owen**  
*Development Officer (Students + Enhancement) QAA*

**Dr Julian Park**  
*Faculty Director of Teaching and Learning (Life Sciences) University of Reading*

**Sam Baars**  
*Student Intern University of Manchester CEEBL*

## Workshops

**Dr John Scott**  
*Director of Education, College of Medicine, Biological Sciences and Psychology University of Leicester*

**Students as Agents for Change in Learning and Teaching**  
*Academic Services, University of Exeter*

**The National Student Teaching & Learning Network Committee**

**+ Free networking lunch**



**"I'm a student not a customer!"**

**To book, for more information or agenda**  
please email  
Jenny Pickard, University of Leicester,  
**jha4@le.ac.uk**  
or call 0116 252 3319

**Tickets**  
Staff & Academics - £10  
Students - Free

**Wednesday 5 May**  
**10:00 - 17:00**

If you would like to find out more about the National Student Teaching & Learning Network Committee go to:  
<http://studentlandtnetwork.ning.com>

# Examples of GENIE Projects

- Student Experience Project
- Using technology to support student transitions
- Student produced podcasts as learning tools
- Developing Global Approaches in Practice in Teaching and Learning
- Gondar Project
- Outreach
- Health Education Outreach
- Second Life Virtual Laboratories
- Reward and Recognition for Teaching and Learning in the HE Sector



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# Design for Learning

(Todd Zakrajsek)

- What is your learning outcome?
- How will you accomplish that outcome?
- How will you know if you are successful?

# Aims

- To explore perceptions of academic staff with regard to recognition of teaching & learning activities
- To determine the extent to which institutions have criteria relating to teaching & learning
- To determine the extent to which institutions use these

- Survey
  - *responses from 2,700 academics*
- Individual interviews
  - *31 academics*
- Survey promotion criteria & their implementation
  - *104 institutions*

# Awareness and Experience of National Initiatives

	Russell	1994	Other
Aware of CETLs	78	80	86
Experience of CETLs	40	39	44
Aware of HEA Subject Centres	62	63	65
Experience of HEA Subject Centres	56	43	55
Aware of NTFS	58	62	75
Experience of NTFS	17	17	23

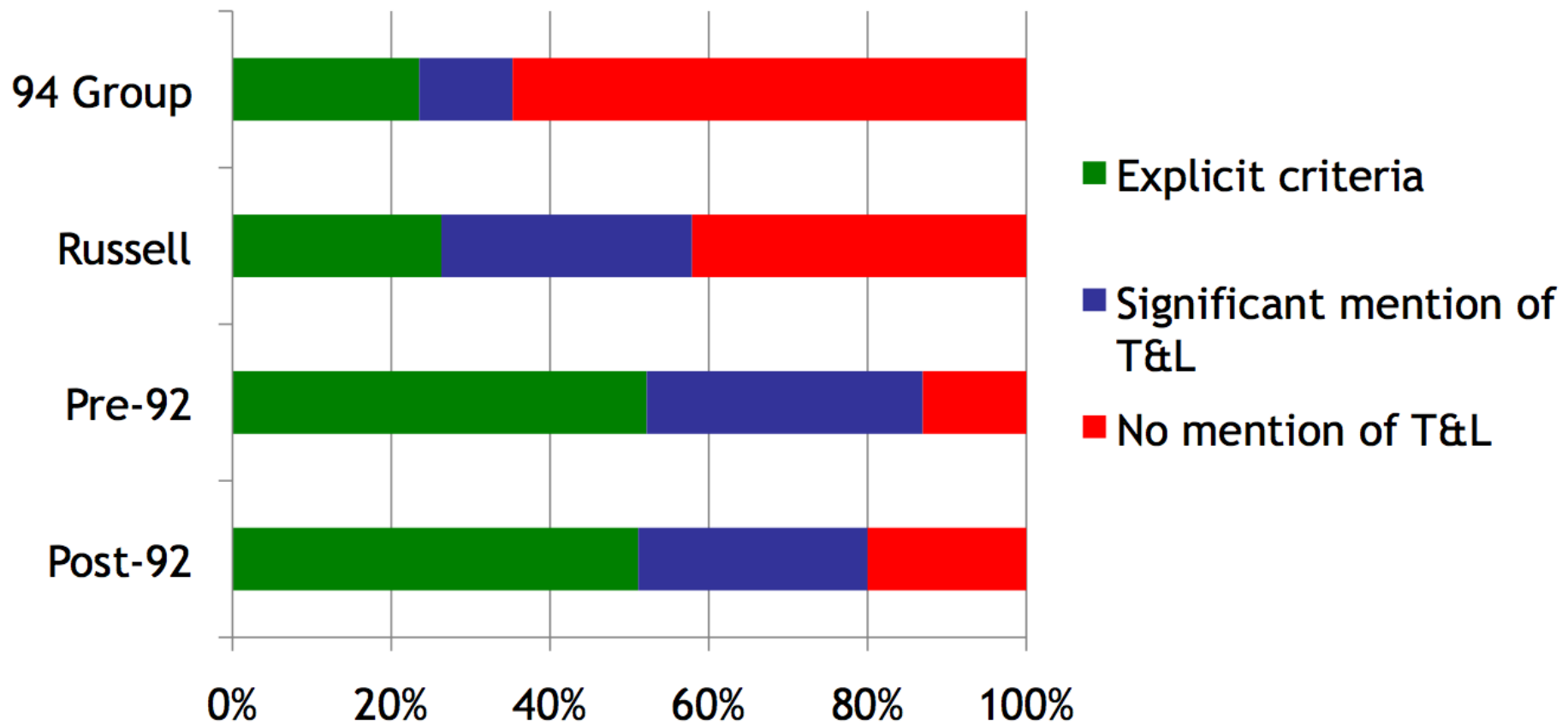
# Perceived Importance of Research and Teaching in Promotion

	Research			Teaching		
	Russell	1994	Other	Russell	1994	Other
<i>Should be</i>	88	89	74	89	90	90
<i>Is</i>	96	94	74	32	39	44

# Importance of Processes for Raising the Esteem of Teaching and Learning

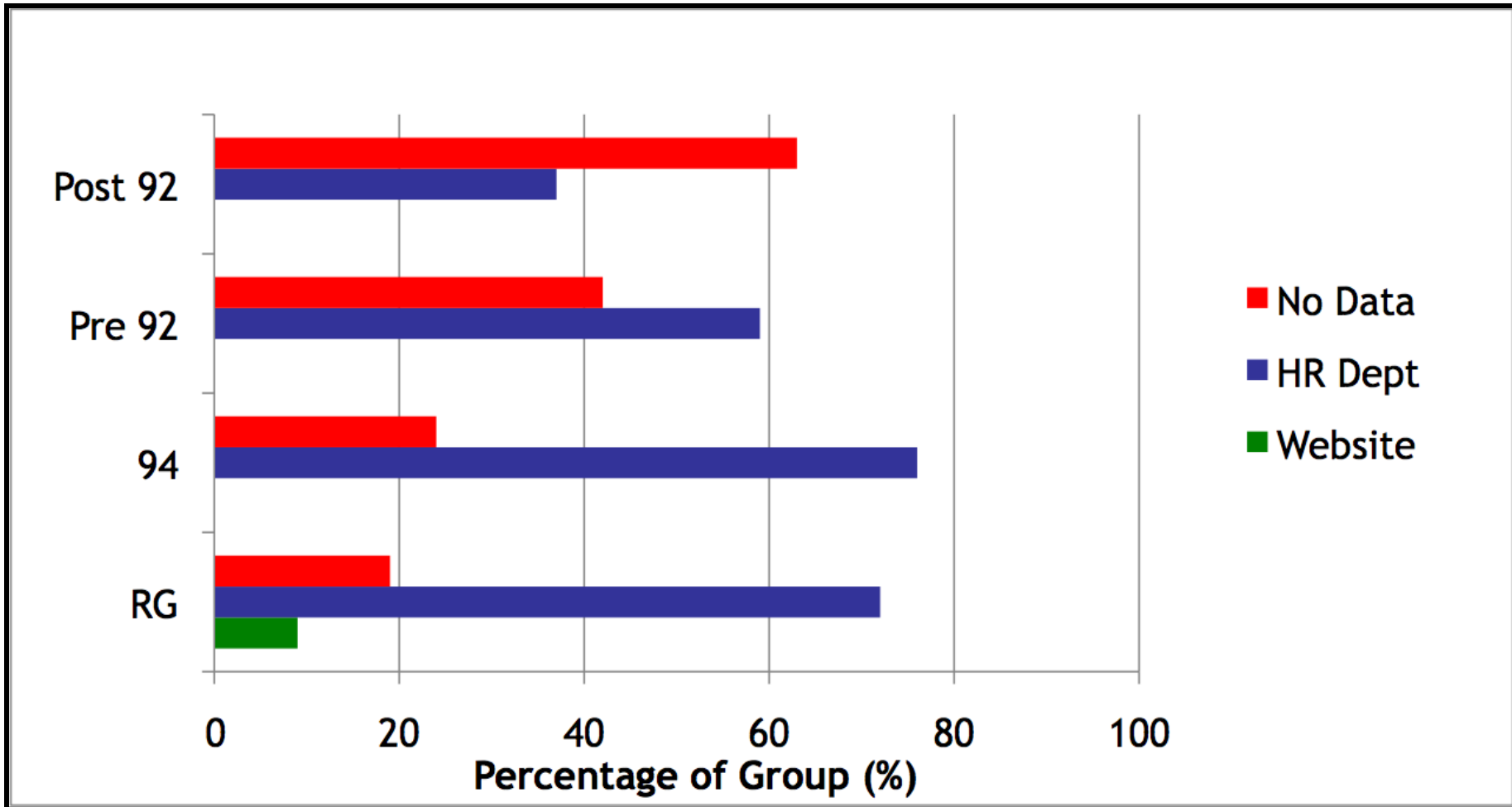
	Russell	1994	Other
Change in culture to recognise teaching	92	92	92
Institutional promotions strategy	91	88	90
Removing obstacles to enjoying teaching	83	84	88
Taking more account of teaching in appmnts.	80	79	81
Additional funding for teaching	78	77	83
Changes to RAE to include pedagogic research	71	66	80
Technical support for eLearning	62	63	70
Workshops on discipline specific teaching	61	55	70

# Inclusion of teaching and learning criteria in promotion policies





# Sources of Implementation Data



# Implementation of Policies

University Group	% promotions at lecturer/SL level with significant T&L component	% promotions at reader/professor level with significant T&L component	Number of institutions with available data
Pre-92	32	13	11
Post-92	49	41	26
Russell Group	26	8	5
94 Group	24	9	4

# To Make Change

- gathering evidence
- gathering examples of good practice
- developing a flexible framework
- changing culture
- institutional incentives

# Case Studies

- Individual stories
- Institutional policies
- Examples of criteria
- Towards changing culture

# Individual story

- Scientist at a Russell Group university

# Post-doc laboratory researcher 1983

I loved lab work

enjoyed telling  
students about it

# Temporary Lecturer 1987

really enjoyed  
working with  
undergraduates  
& postgraduates

hard to keep lab  
research going,  
but Department  
supported me

# Open-ended Lecturer Contract 1989

feeling of security  
was great!

enjoyed setting up  
new courses and  
input into  
curriculum design

I was told to cut  
back on  
“teaching stuff”

lab research really  
helped my  
teaching



# Senior Lecturer 1983

I cut back and it  
did get me  
senior lecturer!

through Head of  
Department & other  
roles had input into  
institutional  
policies

once I was SL, I  
didn't care & spent  
more time on  
teaching &  
related activities

# Personal Chair 2008

I carried on with  
lab research -  
enjoying interaction  
with students

I hope that getting  
my promotion will  
help pave the way  
for others

Doing more in teaching  
and learning

# Individual story

- Microbiologist at a Pre-1992 / Russell Group university

Temporary lecturer at pre-1992 university

CETL teaching fellow

Temporary lecturer at Russell group university

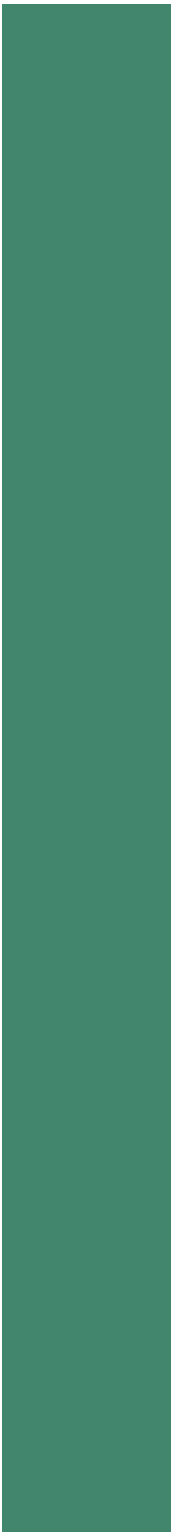
?

1995

2000

2005

2010

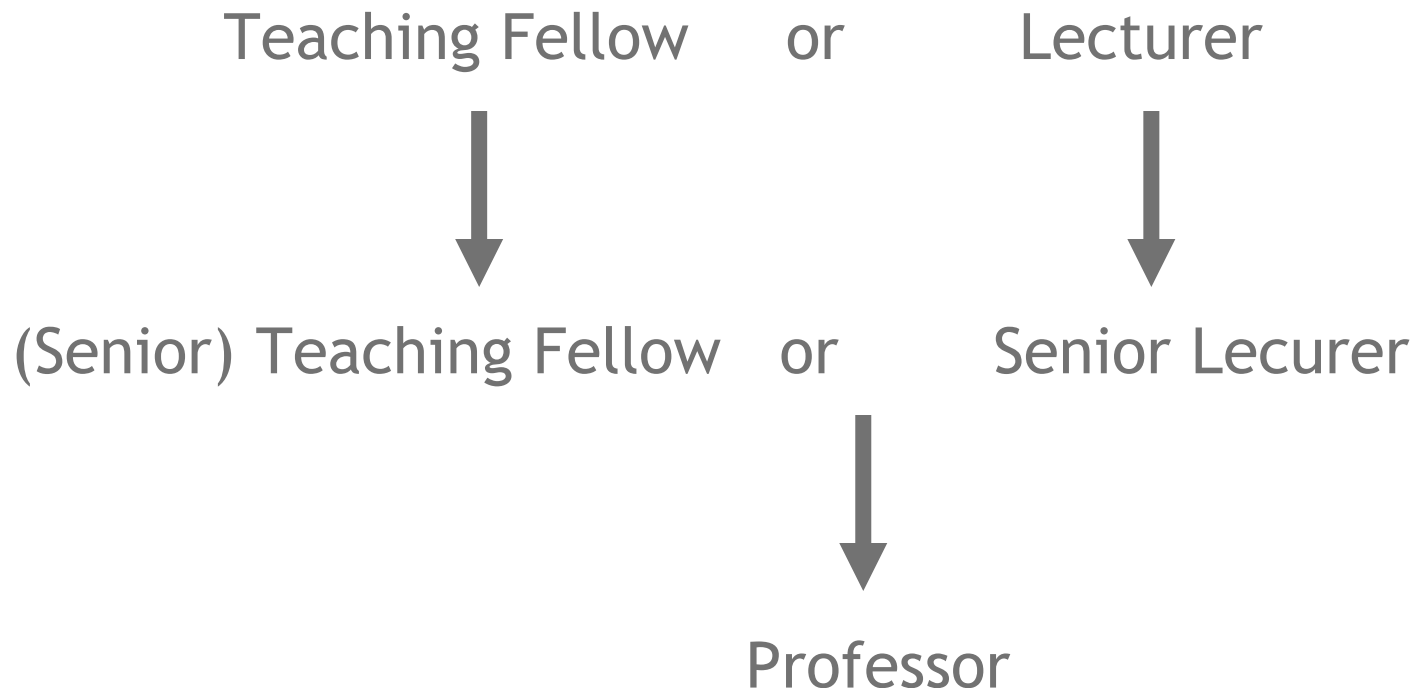


# Institutional Policy

(a 1994 Group university)

“teaching, administration and research  
- excellence in any two of these”

## *The Teaching Route*





# University teachers

# DO

# get promoted

Prof Sandra Wills  
Executive Director  
Learning & Teaching

## UOW Promotion stats – Teaching ranked #1

Year	Senior Lecturer		Associate Professor	
	% applied	% success	% applied	% success
2006	50	100	30	50
2007	30	70	20	100
2008	54	63	28	80
2009	47	89	26	80

**BEWARE**

**small numbers**

**n=33**

**n=19**



# Academic Promotion

## a guide to evidence about teaching

30 JANUARY 2009

### Professional development

- University of Wollongong (UOW) course (ULT)/completion/exemption report

### Student evaluation

- 4-6 UOW Teacher evaluation

### Reflection

- One-page reflective commentary on teaching practice

**EVIDENCE**



# Criteria for Evaluation of Learning and Teaching

- teaching
- course / module organisation
- student feedback
- peer observation
- peer feedback
- evidence of evaluation

# Criteria for Evaluation of teaching and Learning

- evidence of scholarship of teaching & learning
- innovation
- institutional awards
- research in teaching & learning
- input into institutional policies

# Criteria for Evaluation of Teaching and Learning

- presentations & publications
- National Awards
- evidence of national / international impact
- input into national /international policy & strategy

# Changing the Culture

- mentoring & informing
  - staff
  - managers
  - members of promotion panels
- giving status to research & scholarship of teaching & learning

# Institutions need Incentives

- *“reward & recognition for teaching & learning is essential for improving the student experience”*
- **Is this enough ?**



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## Reward and recognition of teaching in higher education

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A collaborative investigation

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Interim report

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The Higher Education Academy and  
GENIE Centre for Excellence in Teaching and Learning,  
University of Leicester

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February 2009



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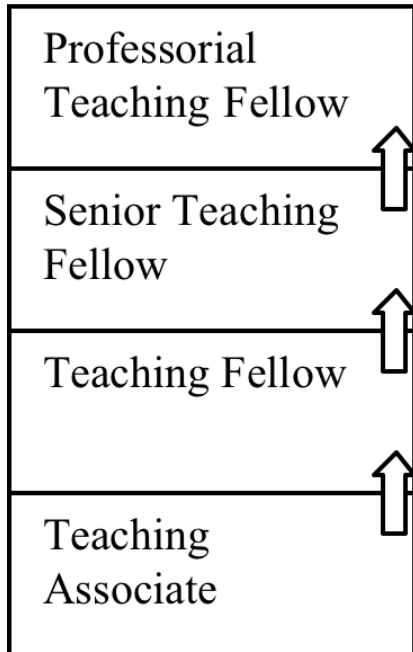
## Reward and recognition in higher education Institutional policies and their implementation

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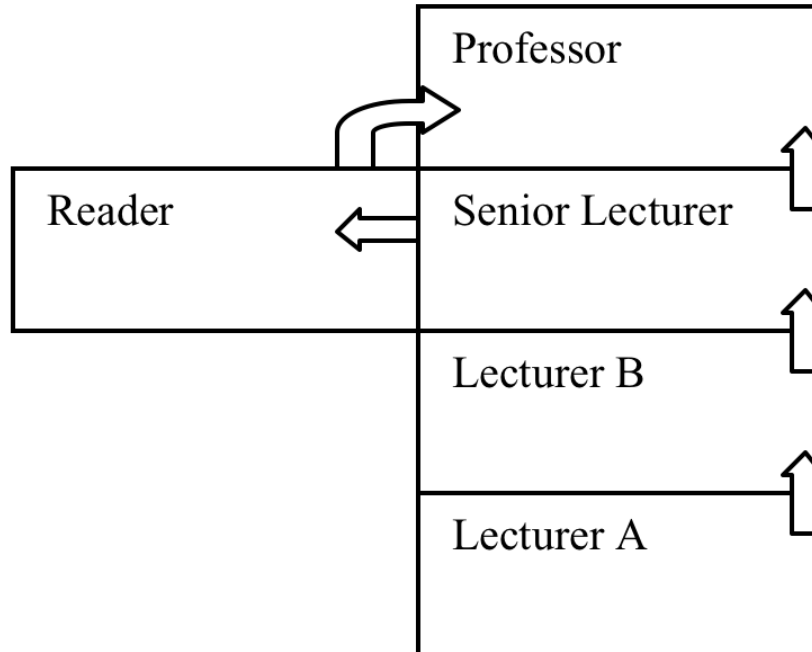
The Higher Education Academy  
and the Genetics Education Networking for Innovation and  
Excellence (GENIE) CETL, University of Leicester

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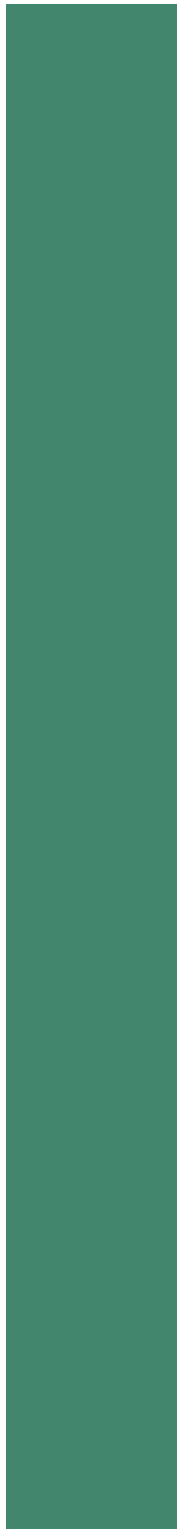
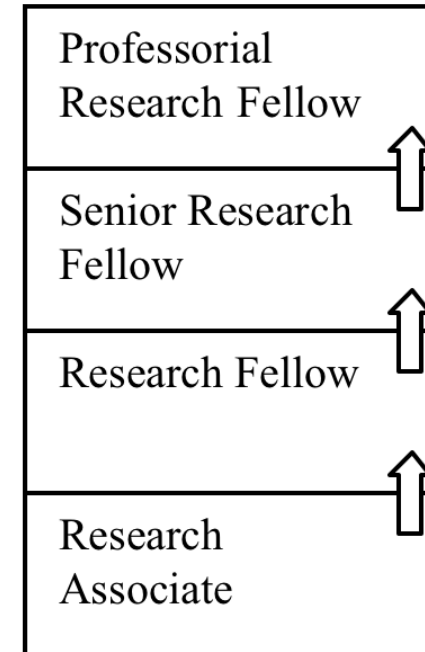
## Teaching Track



## Teaching and Research Track

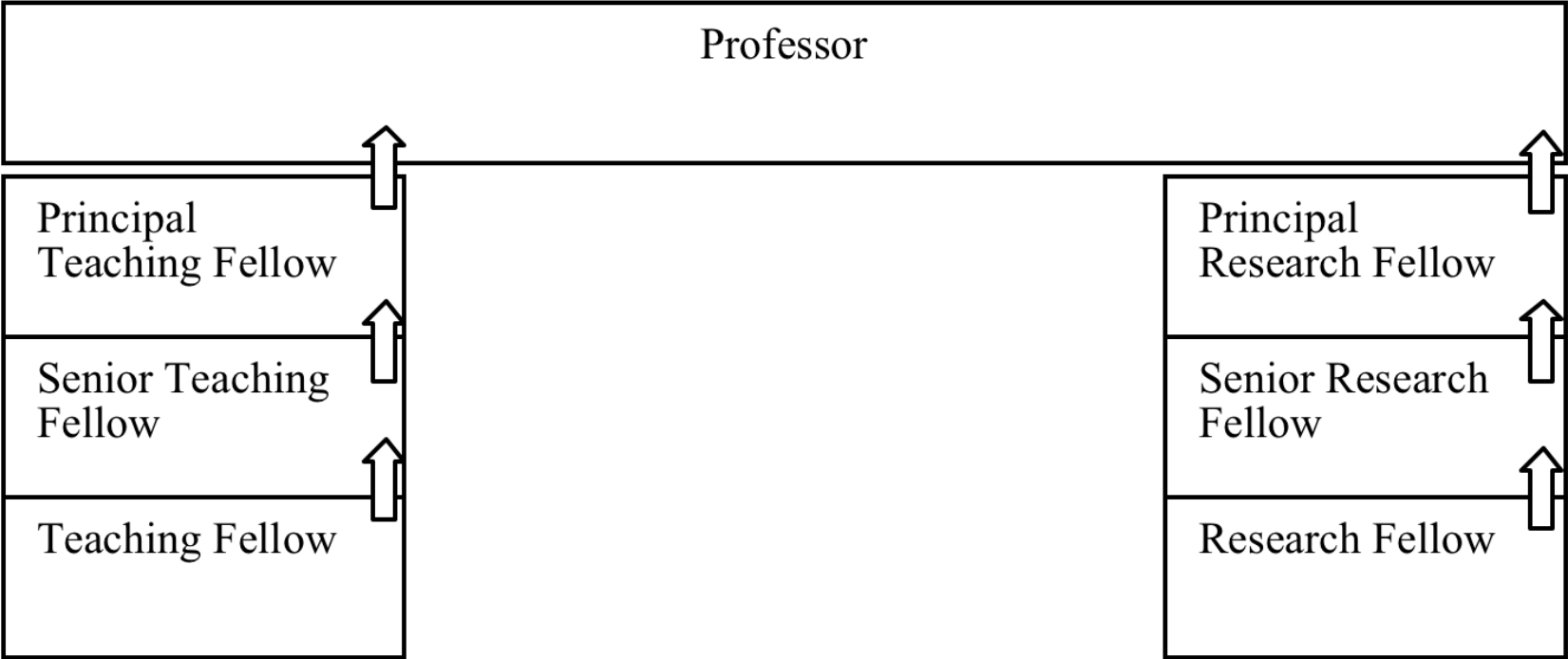


## Research Track

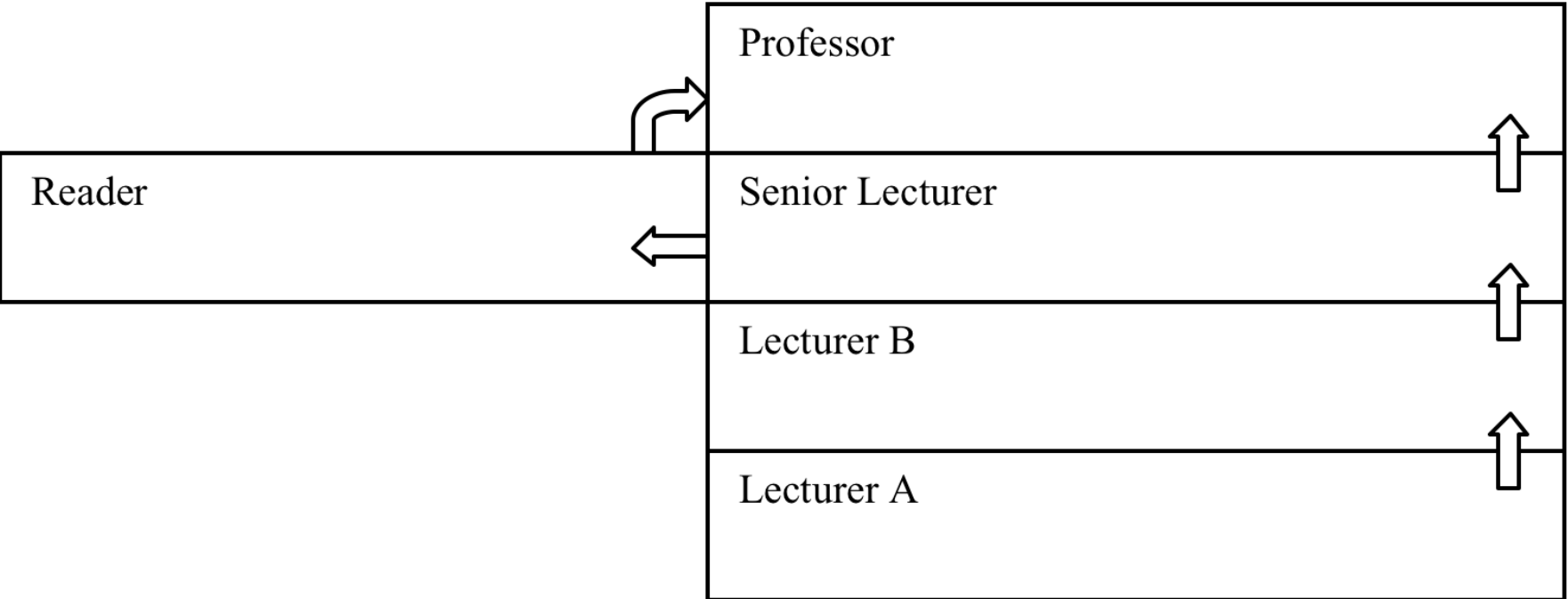
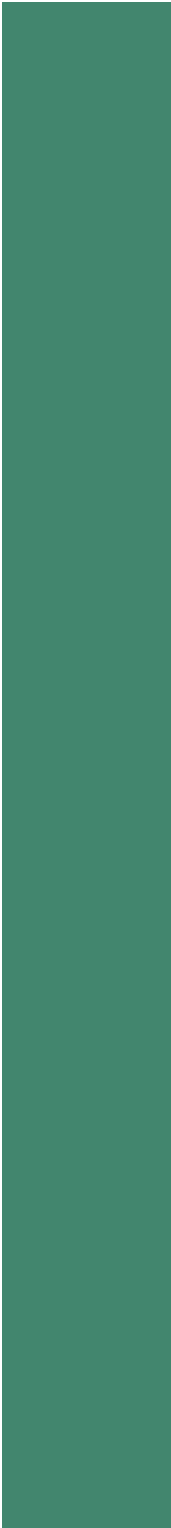


Teaching Track

Research Track







Professor

Reader

Senior Lecturer

Lecturer B

Lecturer A

- Three track - 32
- Two track - 5
- Single track - 18

