

Criteria

Session 1

1. Your specific experiences.
2. Where does your institution see themselves as fitting though promotion criteria

Institutions make claims about their 'positioning', e.g.

- ❖ Research Led and Teaching informed

- ❖ or

- ❖ Teaching Led and Research informed

University Groups

- ❖ Pre-1992

 - ❖ Red Brick (pre-1960's)

 - ❖ Glass Plate (post-1960's)

- ❖ Post-1992

 - ❖ New Universities (formally Polys)

 - ❖ Modern Universities (never formally polys)

- ❖ Russell Group

- ❖ 94 Group

Pedagogy a poor second in promotions

10 December 2009



- ❖ Universities stand accused of hypocrisy this week over their claims to value teaching, after a major study of promotions policy and practice found that many are still failing to reward academics for leadership in pedagogy

Reward and recognition in higher education Institutional policies and their implementation



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

Professor Annette Cashmore of the GENIE CETL at Leicester comments: “The dominance of the recognition of research over teaching in higher education institutions is anecdotally well-established. The aim of the project we have undertaken with the Academy is to look at the evidence and to make some practical suggestions about what can be done about it. Our work is timely as interest in the quality of the overall student experience grows.”

....regarding promotion policies and the inclusion of criteria relating to teaching and learning....

adapted from Table 1 in Reward and recognition

University Group	Number of institutions providing data	Total number of institutions with teaching criteria in promotion policies	Policies for lecturer / senior lecturer level posts	Policies for promotion to professor
Pre-92	25	22 (88%)	22 (88%)	9 (36%)
Post-92	43	34 (79%)	34 (79%)	32 (74%)
Russell Group	19	11 (58%)	11 (58%)	9 (47%)
94 Group	17	6 (35%)	5 (30%)	6 (35%)

total of 104 institutions

Data from institutions were categorised into those where teaching and learning could be included to strengthen a case based on other activities, and those where there were explicit promotion policies for these T and L activities.

adapted from Table 2 in Reward and recognition

University Group	Total number of institutions with T&L criteria in promotion policies	Number of institutions with significant* mention of T&L	Number of institutions with explicit** T&L criteria
Pre-92	22	9 (41%)	13 (59%)
Post-92	34	13 (38%)	21 (62%)
Russell Group	11	6 (55%)	5 (45%)
94 Group	6	2 (33%)	4 (67%)

*For example a policy may say 'To be successful, individuals need to show excellence in two out of the following three, research, teaching, administration' . However, precise information as to what is needed to show excellence in teaching and learning is not given .

** attempts to define excellence

Data showing the number of promotions where teaching and learning activities were a major factor.

adapted from Table 4 in Reward and recognition

University group	% promotions at lecturer/senior lecturer level with significant T&L component	% promotions to reader/professor level with significant T&L component	% of institutions that had data
Pre-92	32%	13%	44%
Post-92	49%	41%	60%
Russell Group	26%	8%	26%
94 Group	24%	9%	23%

Many institutions did not record these data. The number of institutions where these data were provided is shown in the last column. Promotions with significant focus on teaching and learning activities are shown as a percentage of all promotions of academic and related staff.

Personal Experience?

HERA - Higher Education Role Analysis

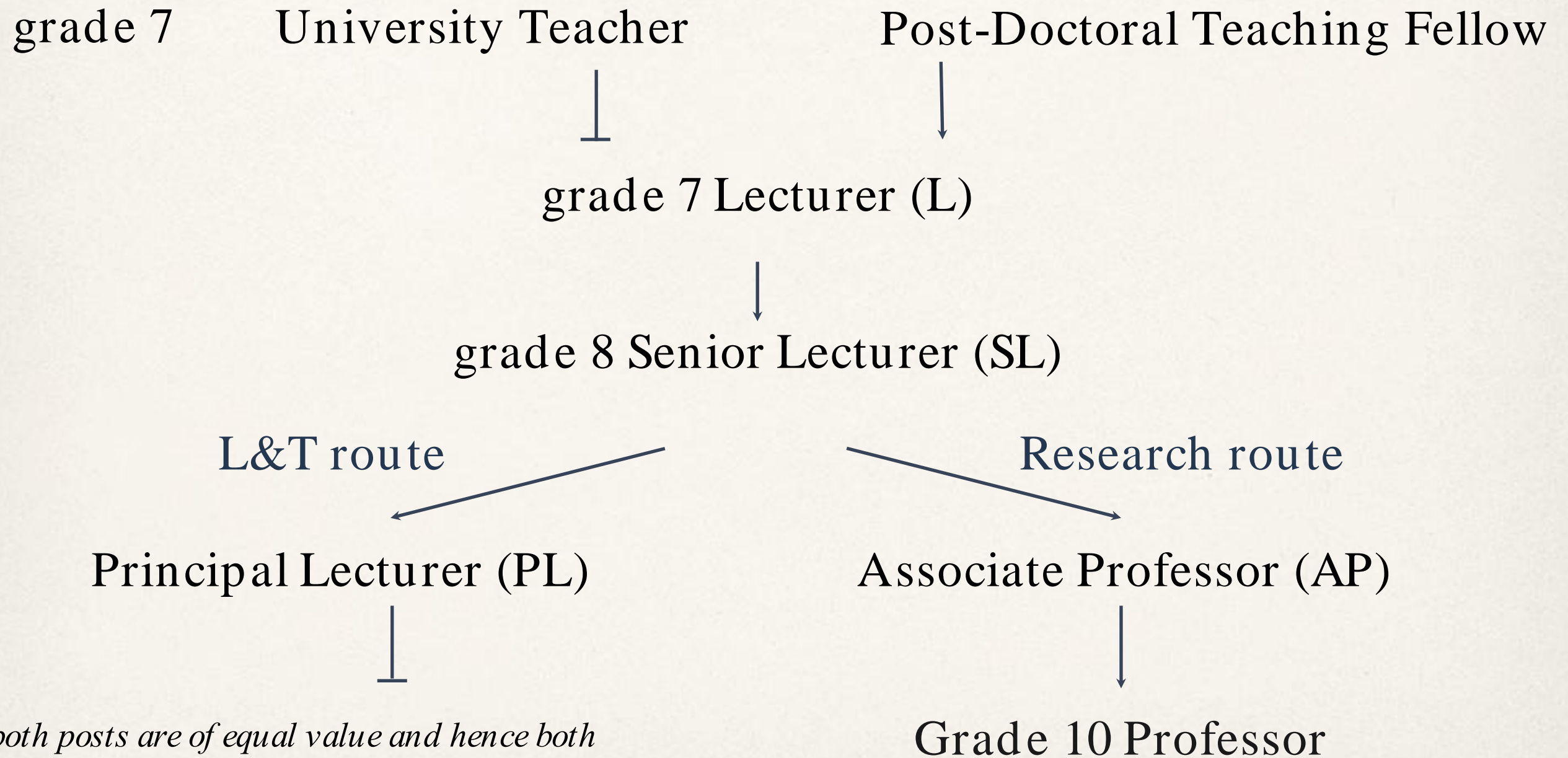
- ❖ HERA has been developed specifically for the higher education sector.
- ❖ Over the next two years, the Higher Education Funding Council for England (HEFCE) is providing additional funding for those institutions that have adopted a human resource strategy on equal opportunities that includes a commitment to equal pay for work of equal value. This means the vast majority, if not all, institutions and gives the introduction of job evaluation a new momentum.
- ❖ What's the experience of change?

Existence of a Specific L&T route to promotion?

- ❖ Is there commonality of promotion criteria across institutions?
- ❖ Do they offer L&T route for promotion?
- ❖ If they do is this route valued, either by academic staff or on an institutional level
 - ❖ (evidence suggests that neither is the case (Young 2006) with some interviewees suggesting that L&T success can be a ‘poisoned chalice’, leading to loss of promotion and ‘exclusion’ by peers. (Skelton 2004))

**promotion routes remain diverse
between institutions**

pathways of promotion L&T or research



'both posts are of equal value and hence both at grade 9

'a PL is not to be thought of as an AP who lacks the necessary research to be appointed to that grade'

Policy States:



- ❖ A PL shows competency in the acquisition and practice of research and excels in Learning and Teaching
- ❖ An AP shows competency in the theory and practice of Learning and teaching and excels in Research

2009 promotions at Hope

promotion from.....	applicants	appointments
Lecturer to Senior Lecturer	5	1
Senior Lecturer to Principal Lecturer	7	1
Senior Lecturer to Associate Professor	7	2

276 academic contracted staff

Criteria seen to relate to the following titles:

- ❖ Research
- ❖ Teaching
- ❖ Enterprise
- ❖ Engagement
- ❖ other...e.g. 'wider contribution to the Subject team and faculty' & 'wider contribution to the mission of the University'

Discussion

the

Good

the Bad

and the

Ugly

In Groups using the criteria:

1. Compare the ease of promotion between institutions
2. Do teaching vs research routes exist within the institutions?
3. If so are they comparable?
4. Is it possible to gain promotion to highest levels based on teaching/scholarship focus & essential criteria for promotion?

start of the discussion and conclusion:

“Prior to this study there was a great deal of anecdotal evidence suggesting that teaching and learning was undervalued in UK higher education and that promotion policies emphasised performance in research rather than teaching . This was supported by previous studies, for example Ramsden and Martin, 1995, and Parker, 2008 . However, there was no data in relation to the actual implementation of the teaching and learning promotion policies. Our interim report (published Feb 2009) included data from a survey of 2,700 academics, and demonstrated that most academics feel that teaching and learning is important but that it is undervalued . The results in this second report, which are based on information from 104 HEIs, demonstrate that the inclusion of teaching in promotion criteria is inconsistent and often absent . Furthermore, when criteria are articulated they are not always implemented . There is, moreover, a wide spectrum of policies and implementation strategies.”