



Reward and recognition in higher education

Institutional policies and their implementation

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Contents

Introduction and background	2
Methods	8
Promotion policies.	12
Implementation of promotion policies	16
Discussion and conclusions	19
Acknowledgements	24
Bibliography	25

Introduction and background

This report follows the publication in February 2009 of the interim report of a collaborative project between the Higher Education Academy and GENIE CETL, University of Leicester, on the reward and recognition of teaching in higher education.

The interim report examined academics' perceptions of the way that teaching is rewarded and recognised in the personnel policies and practices of higher education institutions. It was prepared by the Higher Education Academy. It included an overview of the literature pertaining to the practices of reward and recognition of teaching in UK and international contexts. It recognised the Dearing report (NCIHE, 1994) and the government white paper *The Future of Higher Education* (2003) as significant landmarks in commitment to improving standards of teaching in higher education institutions and an attempt to redress the balance between research and teaching.

This second report details results from a survey of institutional policy and practice. It revisits some of the background previously outlined and puts it in the context of the wider literature in the field. The work on which this report is based was led by the GENIE CETL at the University of Leicester.

In UK higher education the student experience and the inspirational teaching which underpins it are undoubtedly acknowledged as being of high quality. However, the dominance of research over teaching in higher education institutions in the UK in recent years is well established (Barnett 2003; Coate *et al.* 2001; Court 1999; Rowland 2000). Court points to a uniform, two-tier career structure in academia that transcends the supposed diversity of individual preferences and disciplinary backgrounds (1999). Administration, 'the third part of the trio of major academic activities,' Court suggests, is 'rarely mentioned' (1999). The issue of job security and promotion in the UK has, therefore, been primarily associated with research (Greenbank 2006: 111). The importance attached to research in the HE sector is felt in institutions of other countries such as the US, Canada and Australia (Fairweather 2005; Kreber 2002; Pratt 1997; Ramsden and Martin 1996). As Fairweather points out, 'traditional scholarly activity' in terms of research dominated expectations for promotion, tenure and recruitment in the late 1980s and early 1990s in the United States (2005: 401). Such activity, he argues, remains the dominant 'behavioural predictor' of faculty pay (Fairweather 2005: 418). The uneven status of teaching and research in the American HE sector, then, is reflected in, "the monetary value that institutions place on these activities" (Fairweather 2005: 418).

In the interim report of this project the outcomes of the Australian project to investigate reward and recognition of teaching (Ramsden, 1995 and Ramsden and Martin, 1996) were outlined in detail. This investigation had included processes for rewarding and recognising good teaching and collected staff opinions about how well these processes worked. A series of recommendations were made in relation to developing successful schemes for recognising and rewarding teaching and lessening the gap between policy and strategy and perceptions of staff. Ramsden et al (1995) reported that if institutions ignored such recommendations they risked serious problems with sustainability.

The Dearing Report is widely recognised as an important starting point in the UK government's long-term attempts to re-assert and focus attention on the nature and quality of teaching and learning in universities (NCIHE, 1997; Nicholls 2006: 612; Trowler *et al.* 2005: 428). Parker's recent study of HE promotion criteria in the UK (Parker, 2008) suggests that most universities are now committed to moving, "teaching towards a position of greater equality with research". Using descriptive categories informed by the Framework Agreement for the Modernisation of Pay Structures, Parker concludes that HE institutions do give formal parity to teaching and research in the promotion criteria for senior/principal lecturers. This parity, he suggests, is not matched in higher ranks, "with fewer than half of universities taking teaching activities into account equally with research for applications to professorships and barely over a quarter for applications with readerships" (Parker 2008). This is a valuable study highlighting the variation and limitation of policies. However, analysis of formal promotion criteria alone doesn't give insight into how policies are actually being implemented and does not give insight as to how institutional change has filtered into the everyday practices, experiences and values of academics working in universities in the UK. As Ramsden and Martin point out, there may be a huge discrepancy, "between what universities say they do to recognise good teaching, and what the majority of their academic staff perceive they do" (Ramsden and Martin, 1996). Triangulating formal promotion data with staff perceptions of reward and recognition is important because, as Clegg states, institutional agendas as they relate to promotion are continually shifting (Clegg, 2008). As Clegg illustrates, this sense of change and flux is most acutely felt in and through the everyday lives of academic staff. In a study of colleges and universities in the US, Fairweather similarly concludes that regardless of their mission statements it is teaching-orientated institutions in particular that tend to value research activities (2005: 419). Focusing on generic institutional data, meanwhile, offers less insight into the ways in which staff perceptions and experiences may vary along lines of gender, seniority, disciplinary background and potential divisions between full-time and part-time staff (Archer 2008b; Harley 2003; Knight *et al.* 2007; Nicholls 2005; Ramsden and Martin 1996).

Young's study of 46 social policy lecturers based in institutions across the UK illustrates the extent to which teaching remains characterised by some academics as being of low status and reward. Young points out that the issue of reward and recognition for teaching provoked more emotion and consensus than other questions put forward in interviews. Thirty-four of the 46 interviewees felt, unequivocally, that their institution did not reward effort for teaching (Young 2006). Interviewees were highly sceptical of the effectiveness or even relevance of promotional routes that centred on or included teaching excellence. Some interviewees suggested that where teaching was one of various criteria for promotion, "teaching competence was only required to reach a minimum acceptable level". In some cases, interviewees suggested to Young that their teaching ability and efforts were irrelevant, in their opinion, to their chances of gaining promotion.

Skelton's sample study of 20 award winners of the National Teaching Fellowship Scheme (NTFS) illustrates the extent to which such concern extends to national initiatives (2004). In research intensive universities, some award winners felt that recognition on this national level had nevertheless complicated their careers and status within their institution. Several award winners suggested that the award had taken them away from significant research interests and in effect represented a 'poisoned chalice.' Others similarly spoke of feeling excluded or isolated from their peers on campus, who viewed such awards in a negative or ironic light (Skelton 2004).

At the same time Skelton points out that in the light of NTFS recognition three award winners had been promoted to professorial level. As he argues, "in each case the award was perceived to have played an important part in this promotion". Some interviewees spoke of confidence gained and subsequent acknowledgement, especially in 'new universities,' by students, colleagues and their institution. As Skelton suggests, this public measure of teaching performance and excellence may provide promotion panels with a public and therefore more 'objective' basis upon which to make decisions relating to reward and recognition (Skelton, 2004).

Several studies nevertheless point to the various effects of the Research Assessment Exercise (RAE) in shaping the values underpinning the uneven relationship between teaching and research at universities (Greenbank 2006; Harley 2002; Henkel 2000; Lynch 2001: 192; Nicholls 2005; Oxford 2008; Parker 2008: 15; Sikes 2006; Trowler 2000: 18; Young 2006). Of central importance is the issue of funding. As Young asserts, "The attachment of funding to the assessment of research activities through the Research

Assessment Exercise, but not to the assessment of teaching, through the teaching quality assessment has been a crucial factor” (2006: 197). Through choice or compulsion (Sikes 2006), research has thus become, “the raison d’être of academic life” (Nicholls 2005: 612). Whilst academics may value a synergy between teaching and researching (Durning and Jenkins 2005: 408), the structure of the RAE facilitates professional divisions between teachers and researchers (Sikes 2006: 562). On these terms, the RAE serves to further weaken the status of teaching and teaching enhancement in higher education.

As Sikes suggests, the RAE has provided status, recognition and ‘high identity value’ to academic staff that view themselves as researchers (2006: 561). Harley points out, however, that it has also served to create tension and division within departments. More specifically, she notes the damage to morale and motivation for those people who felt, “personally disadvantaged by the privileging of research over other aspects of the academic role or because of the distortion it was felt to have introduced to academic life” (Harley 2002: 203). Archer similarly notes the role of the RAE in creating stress and pressure in the lives of young academics in particular (2008b: 390).

It is important to recognise that the values associated with teaching and research are embedded in a complex, diverse social field. Trowler *et al.* point out that it is the implementation of *combinations* of formal policies at the same time that serve to influence practice in contradictory ways and complicate strategic thinking at institutional level (2005: 440). At stake here is how different policy mechanisms and practices interact. As they suggest:

“To be successful nowadays, a university needs to play a number of different games. Each game has different goals and involves different rules. Some are about generating income. Others are about increasing funding through attracting greater student numbers. Some are about enhancing research, and research reputation. The goals are often incompatible, the rules are written separately, in different places by different people. And winning at one may involve compromising in others.” (2005: 440)

The issue of motivation and reward also transcends a division between teachers and researchers, or teaching and research. People experience teaching, for example, on different terms. The condition and professional formation of an increasing number of

part-time teachers and staff on short-term contracts remains an important concern (Henkel 2000: 178; Knight *et al.* 2007: 436). Harley points out that contract workers are excluded from career paths involving reward and recognition as they instead, “occupy particularly precarious positions within the academy, enjoying little, if any, stability or security” (2008: 395). It is important to recognise, therefore, that the very issue of reward and recognition in the HE sector centres on professional boundaries between those in permanent or ‘in the game’ positions (Henkel 2000: 178) and those occupying the real and symbolically marginal statuses of short-term contracts.

It is also important to recognise that the epistemologies and work practices embedded in departments and/or disciplines play a fundamental role in shaping experiences and perceptions of teaching, learning and research (Durning and Jenkins 2005: 409; Robertson 2007; Rowland 2000: 20). In their study of built environment academics Durning and Jenkins note of the ‘different cultures’ of teaching and learning that academics from different disciplinary backgrounds bring to their departments (2005: 419). Sike’s study of a group of staff working in a School of Education in a post 92 university instead highlights the particular importance of departmental culture in shaping professional identities and values (2006). Whilst staff in the department came from different disciplinary backgrounds they shared a belief that they were, “primarily engaged in ‘educational’ as opposed to disciplinary teaching and research” (Sikes 2006: 558). Through this, staff within the department viewed themselves as teachers or lecturers, as opposed to academics, who as such engaged in and valued applied and pedagogic research.

Universities are also becoming ‘more complex and differentiated spaces’ (Clegg 2008: 330). Academic roles and identities are shifting and fragmenting in relation to what Archer describes as the massification and marketisation of higher education (2008a: 265). As she continues elsewhere, the current ‘new times,’ “are disrupting notions of professionalism, what constitutes academic work and what it means (or what it should mean) to be an academic” (Archer 2008b: 386). The rise of new public managerialism affects the lives, priorities and workloads of people entering the first stages of academia in particular. As Archer notes, winning external research grants is now viewed as an essential element to building a career for young academics (2008: 389). Administration or the role of service is no longer viewed as the subdued element of an academic role, though as Clegg argues, its effect in this sense is understudied (2008: 331). Foreshadowed by ideologies of quality and audit (Clegg 2008: 330) the HE sector no

longer provides a working space built around the professional capacities, roles and identities of teacher and researcher alone.

Parker's recent analysis of universities' promotional criteria provides insight into the ways in which institutional thinking about how staff may be rewarded for teaching excellence. Several recent studies, however, demonstrate the need to build on this quantitative data by gaining the insights, perceptions and experiences of academics in relation to these issues. It is important to understand how these policies are being implemented and how academic staff imagine these policies are being implemented. For many staff the issue of reward for teaching excellence may be of great importance but it is foreshadowed and compromised by the ongoing value and status of research in the HE sector. There is a need to recognise the extent to which the RAE and a related issue of funding continues to undermine efforts to enhance the status of teaching and learning in HE institutions.

The research outlined in both this and the interim report reveals the complexity of values and experiences as they relate to issues of and the relationship between teaching and research. The merging of personal and professional identities raises questions of how and in what ways notions of age, gender, class and ethnicity may feed into people's experiences, perceptions and imaginations of their evolving career paths. It is important to recognise the role of department and disciplinary cultures in shaping these perceptions, whilst also recognising that universities are now driven by complex, internal and external drivers which in turn feed into the shifting and complex nature of academic roles and identities. This review highlights the need for this study which couples an analysis of staff perceptions with development and implementation of policy at an institutional level across all disciplines.

Methods

The project as a whole used a variety of different approaches for collecting information.

Online survey of academics

A pilot questionnaire was developed and tested with a small number of academic staff and comments sought about the nature and structure of the questionnaire with modifications being made in response to this feedback. The final questionnaire was delivered as an online survey to HEI staff who appeared in the Higher Education Academy's database – an email with the survey link was sent to approximately 26,000 contacts. Response rate was about 11% with 2,768 replies.

Respondents were asked questions about institutional learning and teaching initiatives, whether they were aware of them, had experience with them and what impact they may have on raising the esteem of learning and teaching. They were also asked to express their opinion on how important research, teaching and course administration is and should be in promotion in their institutions. There were also questions on national learning and teaching initiatives like CETLs, NTFS and the Higher Education Academy, and on the criteria that were used for assessing teaching.

Statistics relating to demographic variables of the respondents were obtained by mapping against HESA data and are detailed in the interim report together with an analysis of the quantitative and qualitative data obtained.

Academics' perceptions: interview data

A series of interviews was carried out in order to collect further information about perceptions of university policies, national and local initiatives and general attitudes to teaching. Initial interviewees were suggested by senior advisers at the Higher Education Academy. These respondents suggested additional colleagues as possible interviewees. In total 31 interviews were carried out (15 of these were with female staff). The interviews were carried out using a semi-structured series of questions and where possible they were face-to-face but most were by telephone. The

sample contained academic staff from all tiers of the career ladder and represented institutions in England and Scotland. The outcomes of these interviews were detailed in the interim report.

Promotion policies and their implementation

Attempts were made to obtain details of promotion policies and any specific criteria that were used in relation to teaching and learning. For many institutions this information is available on their web pages, for others HR departments were contacted directly. We had information/responses from 104 institutions. Data were broadly classified according to the type of institution, with 22 pre-92 universities; 46 post-02 universities; 19 Russell Group universities and 17 1994 universities. This can be seen in Figure 1. Our cohort of 104 institutions did reflect the proportions of different types of institutions in the whole sector (Figure 2a and b).

There were also attempts to obtain information regarding the number of promotions that had been made on the basis of teaching-related criteria. Only 46 of the 104 institutions provided information. Either statistics were not kept by institutions or no reply was received. This sub set of 46 did not reflect as accurately the make-up of the whole sector (Figure 2c) and this has to be taken into account when interpreting the outcomes.

Figure 1. Sources of policy data

Data regarding institutional policy were gathered from institutional websites or from human resource departments.

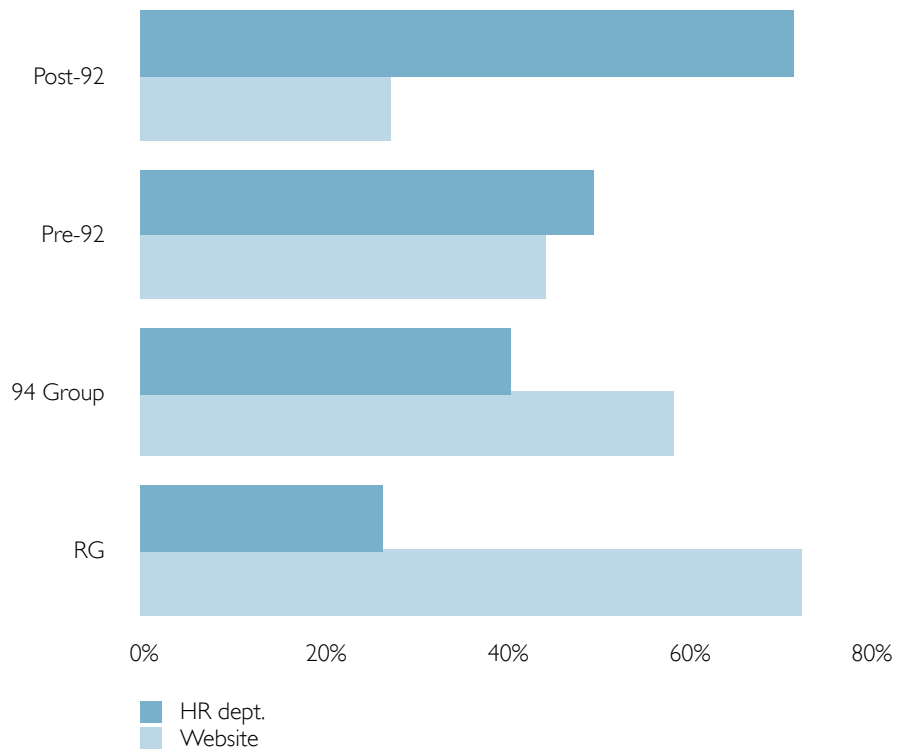
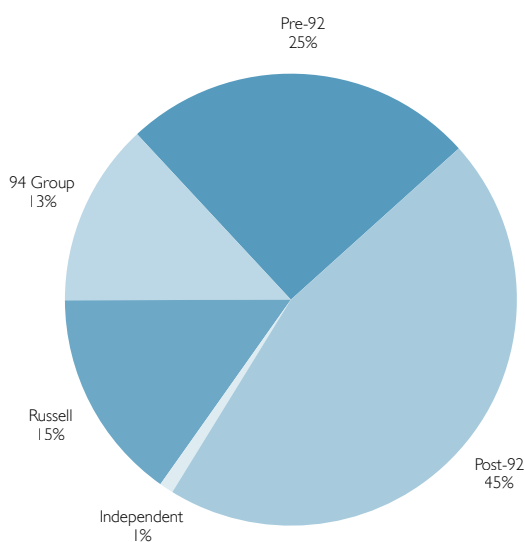


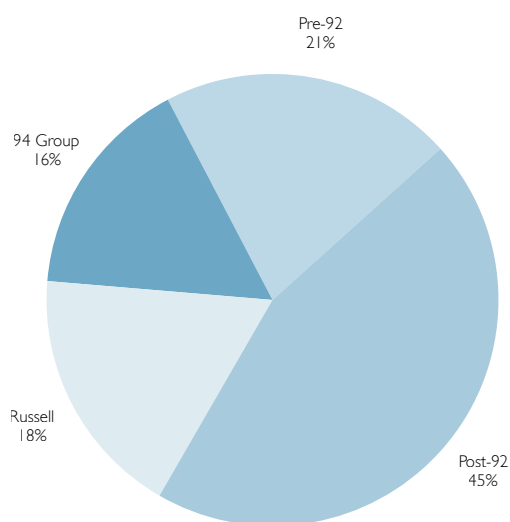
Figure 2. Validity of sample

The relative proportions of the different groupings of institutions are represented in a). In b) the relative proportions of the different groupings are shown for the 104 HEIs responding to the request for details of promotion. The relative proportions for the 46 institutions for which there is data relating to the implementation of the policies are shown in c).

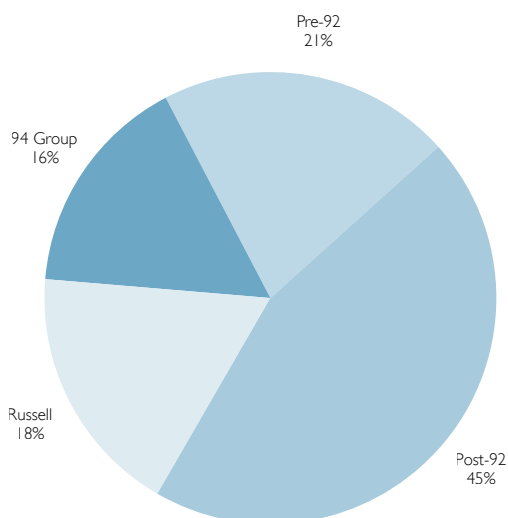
a. UK higher education institutions



b. HEIs responding to survey



c. HEIs providing policy implementation data



Promotion policies

Of the 104 institutions in our study, the number that used teaching and learning activities as criteria in their promotion policies is shown in Table I. These data are also expressed as the number of institutions with criteria for promotion from lecturer to senior lecturer level (this is equivalent to the senior lecturer/principal lecturer descriptors used in many of the post-92 institutions), and to professor. The ranking of institutions in relation to the number having policies relating to teaching is Pre-92, Post-92, Russell Group and then 94 Group. The pre-92 universities, although having the highest proportion of policies relating to lecturer/senior lecturer boundary (88%) have almost the lowest proportion relating to promotion to professor (36%). The post-92 universities which are not in the Russell or 94 groups have the highest proportion of policies of all groups for both of these boundaries (79% and 74% respectively). The 94-group has the lowest number of institutions with policies and interestingly one of the six that did have policies, had criteria for promotion to professor but not for the lecturer/senior lecturer boundary.

Table I. Inclusion of teaching and learning activities in institutional promotion policies.

Number of institutions which returned information regarding promotion policies and the inclusion of criteria relating to teaching and learning. The number of institutions with policies for promotion from lecturer/senior lecturer (equivalent to senior lecturer/principal lecturer in post-92 institutions) and to professor.

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	22	9
Post-92	43	34	34	32
Russell Group	19	11	11	9
94 Group	17	6	5	6

This is considered further in Table 2. First, numbers of institutions where teaching and learning has a significant mention in policies. 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. Second, numbers of institutions where specific criteria are given. In some cases this is reflected in the operation of separate tracks for research and teaching within the promotion policies. The explicit criteria are attempts at defining what is meant by excellence in teaching and learning. Details varied between institutions and included aspects of scholarship and innovation as well as feedback on teaching from peers and students etc. The definition of excellence in teaching and learning is a very important one, and an area that needs some debate and benchmarking if institutions are to consistently use teaching and learning criteria for promotion. These data are displayed graphically in Figure 3, and show clear variations between types of institutions regarding the importance of teaching and learning activities in gaining promotion. These variations are considered in more detail in relation to institutional policies and culture later in this report.

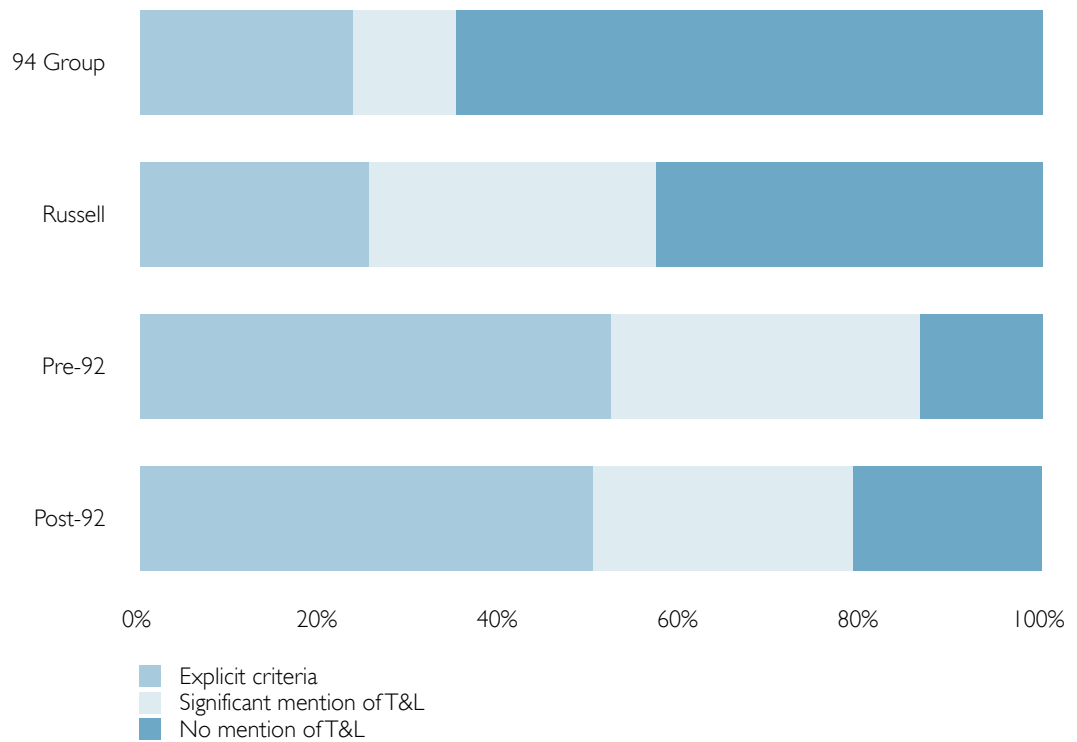
Table 2. Degree of inclusion of teaching and learning criteria in institutional policies.

Data from institutions responding 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. Number of institutions with either significant mention of criteria or explicit policies for promotion based on learning and teaching activities / number of institutions with distinct promotion policies relating to teaching and learning.

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	13
Post-92	34	13	21
Russell Group	11	6	5
94 Group	6	2	4

Figure 3. Inclusion of teaching and learning criteria in promotion policies

Data (see Tables 1 and 2) regarding institutional policies were obtained from websites and HR departments. Policies were categorised into those with explicit criteria, those which had a significant mention of teaching and learning activities but did not place major focus on them, and those which did not mention teaching and learning activities. Data are expressed as percentages of responses for each grouping of institutions.



Reward and recognition was an important strategic aim for the CETL initiative in England. Within the data collected for this project, it was possible to identify institutions with a lead involvement in CETLs (Table 3). It is interesting to note that institutions with CETLs are more likely to have explicit criteria regarding teaching and learning in their promotion policies. It is impossible to say whether the CETLs have been responsible in raising the profile of teaching and learning in those institutions, or whether institutions which already placed emphasis in this area were more likely to have successfully bid for CETLs.

Table 3. Comparison of promotion policies between institutions with and without CETLs

Data from institutions with and without CETLs were compared. Numbers of institutions with teaching and learning criteria for promotions are shown, for both institutions with a lead role in one or more CETLs and compared to those institutions without a leading role. in a CETL.

University Group	Number of institutions providing data	Number of institutions leading CETLs	Number of institutions with T&L criteria	Number of institutions leading CETLs with T&L criteria
Pre-92	25	2	22	2
Post-92	43	17	34	14
Russell Group	19	11	11	7
94 Group	17	8	6	6

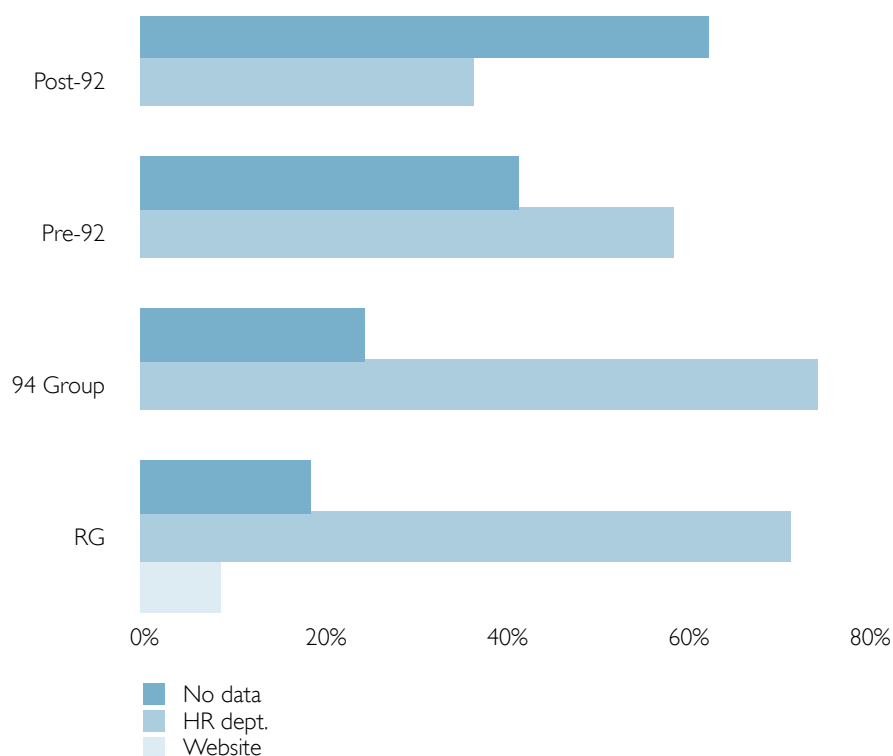
Implementation of promotion policies

As we expected, it was very difficult to obtain data for this part of the project. Information was sought to determine the proportion of successful promotion bids which included a significant element of teaching and learning activities. Only one institution had any data relating to the implementation of their promotion policies on their website; the rest of the data were obtained directly from human resource departments. In many cases the data supplied was not clear and in others human resource departments responded that they did not collect this type of information.

A summary of the analysis of these data can be seen in Table 4 and Figure 4. Data was categorised by institution type and by the level of promotion (lecturer/senior lecturer, and reader/professor). Despite the fact that data for only 46 institutions are included in this part of the study, there are some trends apparent. Post-92 institutions having noticeably higher levels of promotions involving teaching and learning criteria. Pre-92 institutions also had higher levels at lecturer/senior lecturer level but not for professor/reader. The Russell Group and 94-group institutions had the lowest proportion of these promotions, however the sample sizes are small.

Figure 4. Sources of implementation data

Data was collected showing the number of promotions and whether teaching and learning activities played a significant role in each individual case. Many institutions did not record these data, and except in one case all data was obtained from human resources departments.



Several key points emerge from this survey of institutional policy and practice:

- We have surveyed a wide cross-section of institutions and the data obtained are representative of the national scene
- There are large discrepancies between institutions related to the importance given to teaching in reward and recognition policies
- The data held on the implementation of these policies is limited in many institutions, suggesting a lack of transparency in the process.

Table 4. Implementation of policies

Institutions were asked to provide data showing the number of promotions where teaching and learning activities were a major factor. 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.

University Group	% promotions at lecturer/senior lecturer level with significant T&L component	% promotions to 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

Discussion and conclusions

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.

The 104 institutions included in the survey represented the sector as a whole in terms of the relative proportions of pre-92, Russell Group, 94 group and other post-92 institutions. Of these 104 institutions, 73 reported that they included teaching and learning activities as part of their promotion policies. This proportion needs to be considered in the light of the fact that the policies of all 104 include criteria relating to research, while only 45 (61.6%), of the 73 that include teaching incorporate explicit criteria for assessing it. In the more research-intensive institutions (Russell Group and 1994 Group), 58% and 35% respectively have promotion criteria specifically relating to teaching and learning. This is reflected in the perceptions of academics from these institutions, who are more likely to believe that teaching is not recognised in promotions decisions. The responses from these individuals show the largest discrepancies between perceived and desired emphasis to be given to teaching. Interestingly, this discrepancy was not so great when considering the opinions of senior staff from these research-intensive institutions. However, our data concerning promotion criteria for senior staff do suggest that promotion to these senior posts is still weighted in favour of achievements in research – a finding consistent with Parker's (Parker, 2008).

When considering the promotion criteria of institutions we classified them as 'significant' or 'explicit', and this is explained in an earlier section. These classifications could be used for the information received from all institutions and enabled comparisons. However, they do not reflect the enormous variation that exists; with

almost every institution having criteria embedded in policies in different ways. Most significant is that some institutions have completely separate pathways for teaching and research. Even in this situation there is large variation between the ways in which schemes operate. Some have promotion pathways for teaching that are completely separate from those for discipline-specific research, and no obvious movement between them. Some have flexible pathways that allow staff to move from one to another depending on the emphasis of their work at any one stage in their career. In both situations there are examples that have a ceiling, with no teaching-specific criteria being present for promotion to reader or professor. In contrast to the emphasis given by most institutions, there is even one 1994 group institution that has very explicit teaching-related criteria for promotion to professor but not for promotion to senior lecturer. From the interim report, it is clear that many people perceive that teaching only tracks may have improved the awareness of teaching and learning as an academic activity but are not enough to guarantee parity in status between teaching and learning and discipline-specific research.

It proved difficult to obtain data on policy implementation; either institutions did not have data available in such a way as to identify the reasons for individual promotions or they did not reply. Data are only available for 46 institutions. This in itself identifies an issue of transparency and consistency. However, it is possible to identify trends. Promotion on the grounds of excellence in teaching and learning was more common in the post-1992 institutions than in any of the other groups, and again the 'research intensive' institutions were less likely to use this route. Of particular note was the small proportion of senior promotions that had at least a significant component of teaching and learning activities, in both Russell Group and 1994 Group institutions (8% and 9% respectively). However, it does have to be acknowledged that there was only a small number of institutions where data was available and there was considerable variation between individual institutions. Despite this, a clear interpretation of the data is that institutions are realising the need for inclusion of teaching and learning when considering promotion but that this is not being done in any systematic or comparable way across the sector. The perception of the majority of academics that discipline-specific research carries more weight than teaching and learning, is borne out by the data presented here.

Of course, the culture within institutions is of prime importance, and many academics commented on it. There may be policies in place in institutions, but operational

practices may prove to be barriers to implementation. Often procedures involve a departmental or faculty equivalent screening of cases for promotion before final formal consideration, and at this initial screening panels or committees are often constituted of senior staff, many of whom received their own promotion for their research activities and still perceive this to be the most important factor for academic success. In relation to this it is interesting to note that, consistent with previous results, staff who are in more senior positions are less likely to think that there is a difference between the ideal and actual importance of teaching in promotion decisions.

Although the majority of academics taking part in the survey, discussed in our interim report, did generally agree that promotion should be the main way that excellence in teaching-related activities is rewarded, many also acknowledged that institutional schemes such as University Teaching Fellowships also contributed to recognition and raising the status of teaching and learning. The way in which award of these is acknowledged by the institution can play an important role in changing and embedding the culture, as can the way in which national initiatives are rated and recognised. In our interim report we noted that many academics felt that the National Teaching Fellowship Scheme, which has been operating for 10 years, was useful in raising the status of teaching. Following on from this work it would be interesting to investigate the experiences of the nearly 400 NTFs in relation to the way in which it has been acknowledged by their institution and the effect on their careers. Through informal NTF network discussions the range of experiences is wide, and it would be valuable to be able to correlate these with the findings reported here. The general perception of the usefulness of CETLs was not so clear-cut. However, it is interesting to note that our data indicates that the majority of institutions having teaching and learning-related criteria in their promotion policies also have CETLs. Interpretation of the meaning of this has to be guarded. Perhaps having such policies reflects a culture within the institutions that made them more likely to bid for and be successful in being awarded a CETL? It will be interesting at the end of the CETL five year funding from HEFCE to see if the final evaluations indicate a contribution to improving institutional policy in this area.

Part of an institution's culture is also the way in which it defines excellence in teaching and learning. This is apparent from the explicit criteria that some institutions have in their policies. In some cases these include references to quantity and quality, new courses developed, feedback from students and peers. In others there is also comment on 'scholarship of teaching and learning' and in others this is defined in relation to

publications, dissemination of findings and contributions to national and/or international policies. Innovation in relation to teaching and learning is important but the dissemination and impact of that innovation is also crucial in assessing an academic's teaching.

Our findings confirm what was suspected at the beginning of this work. By and large, academics believe that teaching is not recognised to the same extent as research. Our analysis of promotion policies and their implementation indicates some of the reasons. Many institutions have relevant policies but they are not always effectively implemented. Lack of consistency and transparency across higher education impedes implementation being effectively studied in breadth and depth, but clear trends emerge. The report forms a baseline of the current situation in the sector, to move on it is important that it informs policy and strategy development in a coherent way. Ramsden (1995) did list specified principles as the basis for successfully improving reward and recognition of teaching. These are listed in the interim report (page 6) and based on our findings here it is clear that they are still a good foundation. Summarising these and linking them to possible ways of making them happen seems a good way to conclude. Therefore our recommendations to improve the status of teaching and learning in HEIs and to improve strategies for rewarding and recognising such activities would be to:

- use rewards for teaching that academics understand and value. Promotions and confirmation of appointment are the most important aspects of reward;
- put in place definitions of good teaching;
- recognise university teaching as a profession in its own right. Make a university teaching qualification, or appropriate experience, a prerequisite for tenure and promotions;
- embed the evaluation of teaching in everyday academic work;
- strengthen leadership for good teaching. Good leadership at every level should be exercised to support the reward and recognition of teaching activities;
- treat good teaching as a collective as well as an individual responsibility;
- use quality management levers to speed up progress. Coherence between a university's mission, its quality management process, and its strategies for recognising and rewarding good teaching are not always apparent. Formal monitoring of reward and recognition for good teaching practice via an institution's quality assurance process is essential.

In order to achieve these recommendations it is essential that HEFCE recognises them as important and communicates this to institutions, requiring reports of how they are

being adopted. Of particular importance is the development of promotion criteria and their implementation. We have seen in this report that the latter needs attention; many universities are not recording statistics that demonstrate the use of teaching-related criteria and there is a need for greater transparency. There is also a need for a focused effort nationally to develop acceptable criteria for promotion that take full account of the very considerable evidence about the qualities of effective teaching in higher education and existing examples of effective practice.

A central aim of higher education institutions is to provide high quality, inspiring teaching in order to enhance the student experience and the high level graduate outcomes to which an excellent experience leads. This report identifies the need for action to properly recognise teaching at institutional level and to enable academics to feel confident that teaching is appropriately rewarded as a central aspect of their work.

The reward and recognition of teaching project

The Higher Education Academy and the GENIE CETL at the University of Leicester undertook a project to look at the reward and recognition of teaching in higher education. This is the second report from that project.

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