



# template #4

perceptions: surveys, focus groups & interviews

#### Purpose

Formal policies and procedures are only ever part of the picture. Frequently, unforeseen issues can arise in implementation, or cultural issues can work against intended outcomes. A major study in the United Kingdom found considerable gaps between policies about teaching in academic promotion and the experiences and beliefs of academic staff (Cashmore & Ramsden, 2009).

It follows that any project to benchmark the recognition of teaching achievement in academic promotion will need to use one or more methods to measure staff perceptions and discover difficulties that staff may be experiencing.

* **Surveys** provide comparative data which can be used to make general statements about a group and/or to see patterns of difference between groups. For example, they can measure how perceptions of the parity of esteem for teaching may vary across academic levels, gender etc. However, response rates will either need to be high or from a representative sample of staff. **A developed, tested survey instrument is included here as a template.**
* **Focus groups** are ideal for exploratory research. For example, they can reveal the underlying group beliefs behind survey data about the perceptions of recognition of teaching in promotion. They can also help to understand practical issues experienced by promotion applicants. Focus group questions can be drawn from the focus questions in the *Good Practice Benchmarks,* concentrating on those for which a qualitative or experiential evaluation is needed.
* **One-to-one interviews** offer a safe environment for individual discussions. Unsuccessful applicants, for example, may not be comfortable talking about their experiences in a group setting. Promotions committee chairs may want to share experiences but not in a group where people might think they recognise individuals in their statements.

## Survey

This survey was developed and tested in several universities as part of the HEA Promoting Teaching project. The aim is to provide evidence of staff perceptions about promotion based on teaching achievements.

It is useful when gathering evidence for Benchmark 5 ‘Peer interactions support parity of esteem for teaching achievement in promotion’, and Benchmark 18 ‘Academic staff perceive that teaching achievements are valued in promotion processes’. Whilst it is possible to collect this information from focus groups, benchmarking teams or individual interviews, some universities found it informative to do this using this anonymous online survey tool.

The data gathered from this type of survey can be used to gauge whether or not institutional policies and practice have had an impact and are perceived to be effective by academic staff. In particular discrepancies between the ‘how important are” and “how important should be” questions (1 & 3, and 4 & 7) can be quite informative about the culture within an institution.

## Survey: Perceptions of Teaching in Academic Promotions

### Departmental Initiatives

**1.**  To what extent ***are*** the following regarded as important for promotion by your College/School/Department?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Very important | Fairly important | Fairly unimportant | Not important | Don't know |
|  **a.** Teaching activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **b.** Research activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **c.** Leadership & administration activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **d.** Community engagement activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |

**2.**  Please **describe** any other activities/criteria that ***are*** regarded as important for promotion by your College/School/Department.

**3.**  To what extent do you think the following **should be** regarded as important for promotion by your College/School/Department?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Very important | Fairly important | Fairly unimportant | Not important | Don't know |
|  **a.** Teaching activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **b.** Research activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **c.** Leadership & administration activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **d.** Community engagement activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |

**4.**  Please **describe** any other activities/criteria that you think **should be** regarded as important for promotion by your College/School/Department.

**5.**  Please indicate how important you think the following criteria **are** for assessing and rewarding teaching in academic promotion by your College/School/Department

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very important | Fairly important | Fairly unimportant | Not important | Not used / N/A | Don't know |
|  **a.** Student views  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **b.** Student outcomes  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **c.** Curriculum/Module development  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **d.** Number of hours allocated to teaching related responsibilities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **e.** Leadership/ Management of teaching related activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **f.** Peer observation of teaching  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **g.** Peer reviewed publications  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **h.** Peer reviewed awards  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **i.** Peer reviewed grants  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **j.** Teaching portfolio  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **k.** National/International profile  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **l.** Pedagogic research  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |

**6.**  Please **describe** below any other criteria **that your College/School/Department uses** for assessing and rewarding teaching in academic promotion.

**7.**  Please indicate how important you think the following criteria **should be** for assessing and rewarding teaching in academic promotion in your College/School/Department.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very important | Fairly important | Fairly unimportant | Not important | Not used / N/A | Don't know |
|  **a.** Student views  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **b.** Student outcomes  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **c.** Curriculum/Module development  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **d.** Number of hours allocated to teaching related responsibilities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **e.** Leadership/ Management of teaching related activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **f.** Peer observation of teaching  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **g.** Peer reviewed publications  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **h.** Peer reviewed awards  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **i.** Peer reviewed grants  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **j.** Teaching portfolio  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **k.** National/International profile  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **l.** Pedagogic research  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |

**8.**  Please **describe** below any other criteria that you think your College/School/Department **should use** for assessing and rewarding teaching in academic promotion.

**Institutional Initiatives**

**9.**  Please indicate if you are aware, or have experience of, any initiatives within your institution that offer **support for teaching**

🔾 Unaware of
🔾 Aware of (but have not actively participated in)
🔾 Experience of (through active participation)

Please list specific example(s) of the initiatives that offer **support for teaching** that you are aware, or have experience of.

**10.**  Please indicate if you are aware, or have experience of, **professional development for teaching** initiatives within your institution.

🔾 Unaware of
🔾 Aware of (but have not actively participated in)
🔾 Experience of (through active participation)

Please list specific example(s) of the **professional development for teaching** initiatives that you are aware, or have experience of.

**11.**  How effective do you think each of the following are in raising the esteem of learning and teaching?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Very effective | Fairly effective | Fairly ineffective | Not effective | Don't know/Unsure |
|  **a.** A culture that supports and recognises teaching  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **b.** Central support for teaching initiatives  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **c.** Professional development for teaching initiatives  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **d.** Institutional promotions strategy  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **e.** Taking account of teaching in appointments  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **f.** Funding for teaching innovation  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **g.** Including pedagogic research in the research excellence framework  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **h.** Technical support for e-learning  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **i.** Workshops on discipline-specific teaching  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |

**12.**  Please **describe** anything else you think **is** important in raising the esteem of learning and teaching at your institution.

**13.**  Please **describe** anything else you think **should be** important in raising the esteem of learning and teaching at your institution.

**14.**  Please indicate your level of agreement with the following statement:

**"This University embraces a culture which recognises teaching as a pathway to promotion"**

🔾 Strongly agree

🔾 Agree

🔾 Disagree

🔾 Strongly disagree

🔾 Not sure / Don’t know

### Any other comments

**15.**  Please note **any other comments** you would like to make.

### Some information about yourself

We are asking the following questions to help us with the analysis. Please be assured that all responses will be treated in the strictest confidence and no individuals will be identified in any subsequent publications or reports resulting from the research.

**16.**  What is your gender?

**17.**  Which Academic College/School/Department do you belong to?

**18.**  Please indicate which of the following best describes your current position at your institution:

🔾 Associate Lecturer

🔾 Lecturer

🔾 Senior Lecturer

🔾 Teaching Fellow

🔾 Senior Teaching Fellow

🔾 Reader

🔾 Associate Professor

🔾 Professor

🔾 Casual Employee (e.g. tutor, marker, casual lecturer or demonstrator)

🔾 Other (please specify):

1. Please **tell us** the year you first started working at your current institution (eg 2008)

**20.**   **(a)** Have you applied for promotion while at your current institution?

🔾 Yes 🔾 No (If *No*, please proceed to Q23)

**(b)** Was your most recent application for promotion at your current institution successful?

🔾 Yes 🔾 No

**(c)** Please **tell us** about any particularly **positive** aspect(s) of the promotion process

**(d)**   Please **tell us** about any particularly **negative** aspect(s) of the promotion process

**21.**  If you have been promoted while at your current institution, please indicate how important the following criteria were in assessing your promotion

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very important | Fairly important | Fairly unimportant | Not important | Don't know |
|  **a.** Teaching activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **b.** Research activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **c.** Leadership & administration activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |
|  **d.** Community engagement activities  | 🔾 | 🔾 | 🔾 | 🔾 | 🔾 |

**22.**  Please **describe** any other activities/criteria that were taken into account for your promotion.

**23.**  Any other comments?

*Thank you*