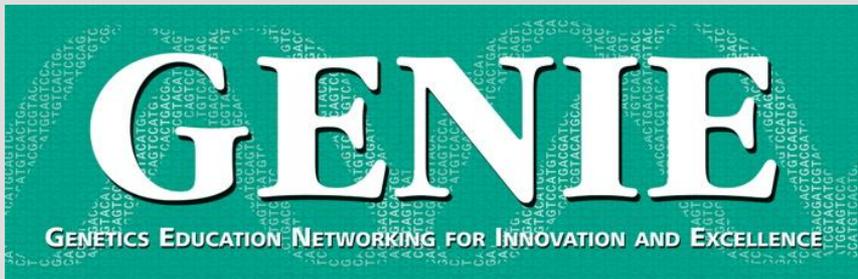


Incentivising Teaching Excellence

Annette Cashmore

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



Institutional Initiatives

- Learning & teaching strategy
- Central support
- Accredited programme
- Professional development

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		
Aware of TQEF	43	36	52		
Experience of TQEF	20	12	27		

Perceived Impact on the Esteem of Teaching of National Initiatives

Russell	1994	Other			
CETLs			34	32	44
HEA Subject Centres			28	26	37
NTFS			26	27	40
TQEF			21	16	30

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

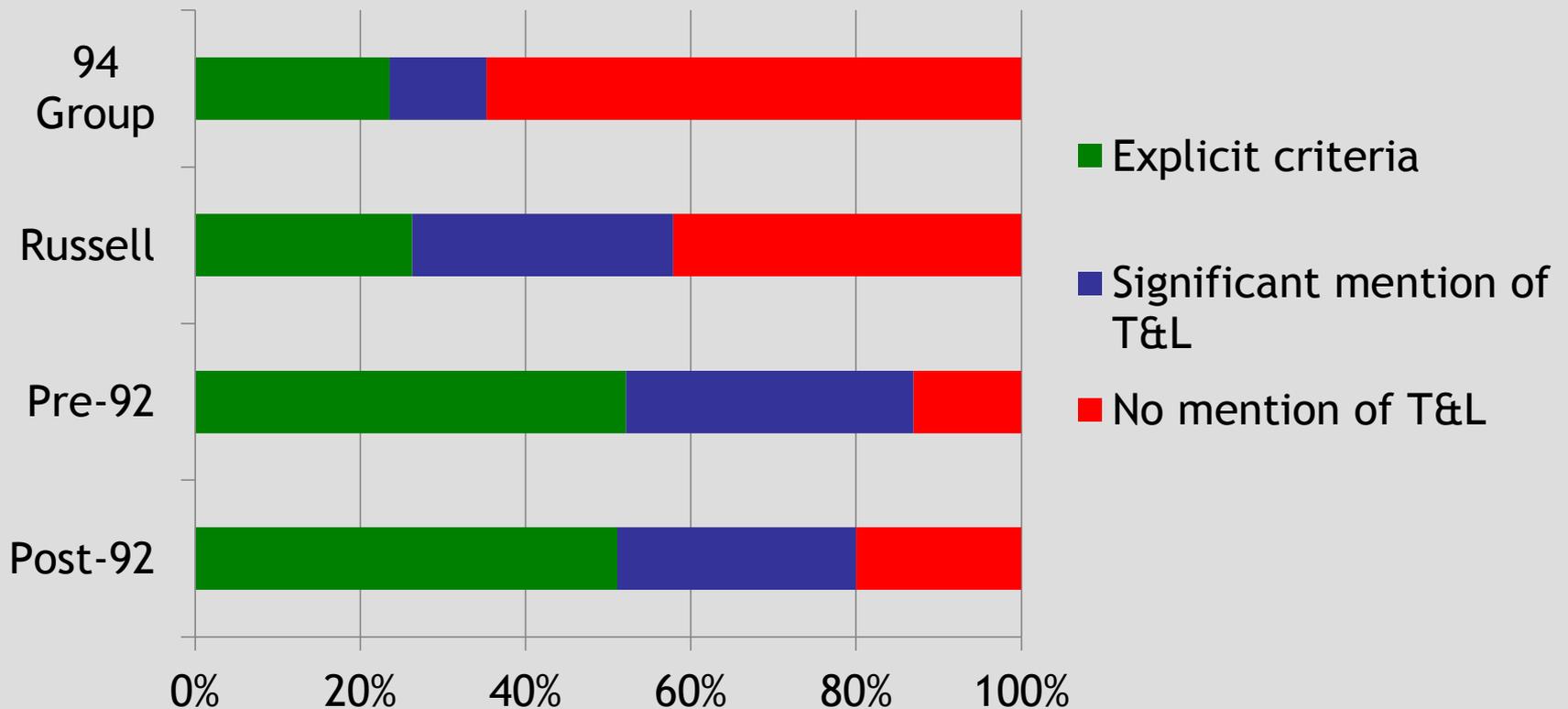
Importance of Processes for Raising the Esteem of Teaching and Learning

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

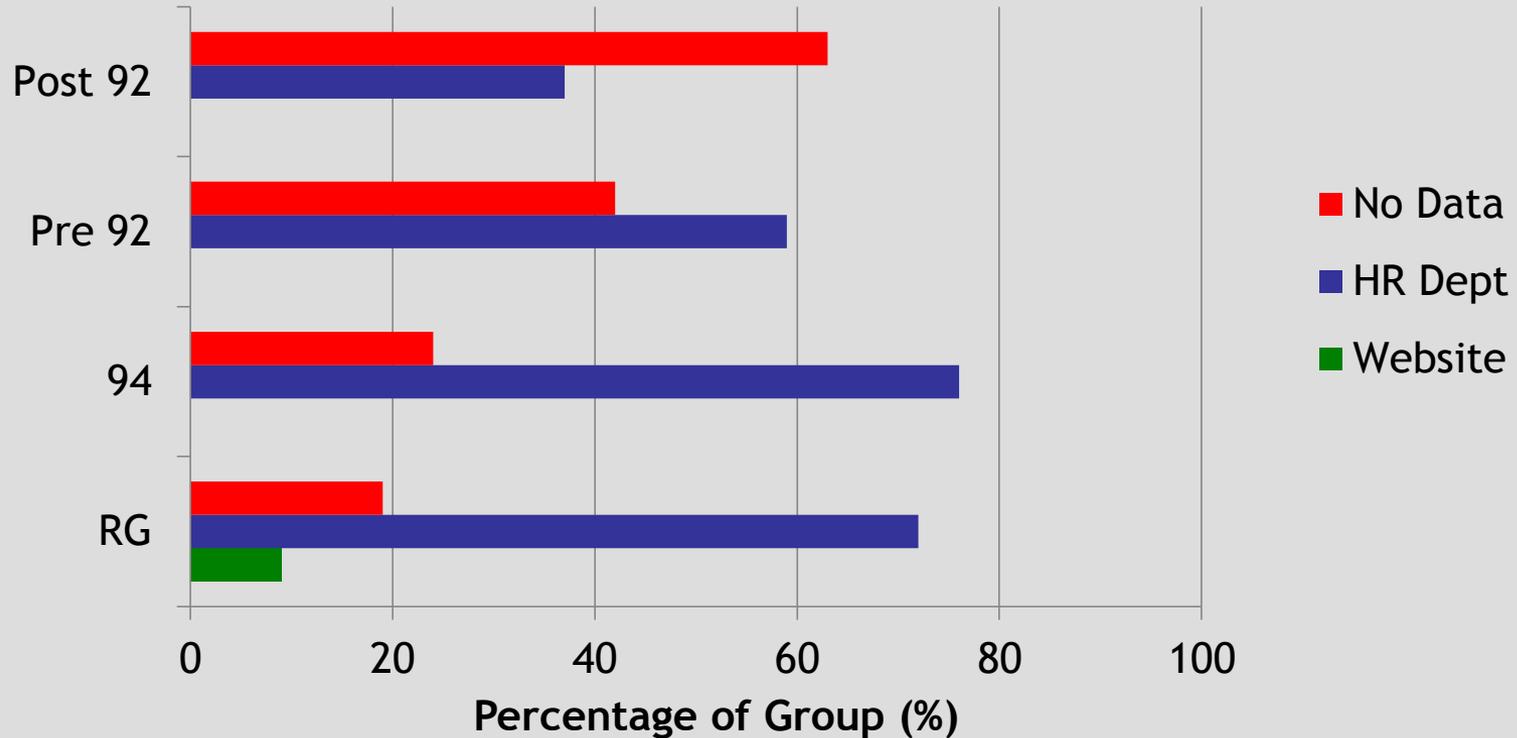
Methods for Recognising and Rewarding Teaching

- student views
- research and scholarship into teaching and learning
- good teaching (reviewed by peers)
- high teaching contact hours
- national profile (eg. NTFS)

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

- Changing cultures
- Defining criteria
- Sharing best practice
- Mentoring