Title: **Recognising and rewarding teaching – evaluating a promotions-based approach**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Recognise the key issues in developing and embedding an institutional process for reward and recognition of teaching.
2. Recognise the specific successes and practical difficulties experienced in implementing measures to enhance reward and recognition of teaching.
3. Explain some of the key issues in evidencing achievements in teaching and in measuring and defining excellence.
4. Be aware of possible staff perceptions of the promotions process in a Russell Group university.

Session Outline

Key issues to be addressed are:

This session will present the results of an evaluation project carried out at Newcastle University with the support of a 2011 SEDA Research and Evaluation Small Grant. The evaluation relates to a project on improving reward and recognition of teaching by actively fostering an institutional understanding of what constitutes evidence of teaching and learning achievements, and embedding this understanding in the promotions and Performance and Development Review processes. The key outcomes of the small grant are the qualitative and quantitative results of a staff survey, which we will present alongside an interpretation of the university's promotions statistics for 2011 and 2012.

We will begin the session by situating our project in the contexts of the literature on reward and recognition for HE teaching; and on the benefits of benchmarking with national and international collaborators. We will then describe our specific achievements: devising and testing an institutional evidence base for achievements in teaching and learning; using this to facilitate an ongoing institutional discussion about reward and recognition of teaching; and scoping and the development of an electronic repository for teaching data, to better support the promotions process. The evaluation work is an early stage assessment of this project's impact on both staff perceptions of reward for teaching which – through the work of Cashmore and Ramsden (2009) – we know tend to be low, and the impact of the project on the effectiveness of promotions, where they are based wholly or partly on achievements in teaching.

We will conclude by reviewing the two-year project, highlighting the key areas of progress and the challenges that are likely to be of relevance to other institutions thinking through their own approaches to rewarding and recognising teaching. We will also consider how the impact of such projects can be maintained and increased.

Session Activities and Approximate Timings

The core of this session will be the presentation of a 20 minute paper as described above, framed by brief activities and followed by questions.

At the beginning of our presentation, we will flag up the outstanding questions that the project has raised for us, thereby framing the case study in the context of broader conceptual issues. These include:

1. What is measurable in teaching? What do we need to reward in teaching, and how far does this overlap with what is measurable?
2. Why is there a discrepancy between staff and institutional perceptions of the rewards available for achievements in teaching? Are there specific root issues here to be addressed?
3. What does excellence in teaching look like?

We will then gather audience suggestions as to what constitutes excellence in teaching. (5 minutes)

We will follow this up later, breaking up the presentation by asking them to evidence one of their teaching (or related) achievements and discuss the results briefly with a partner. (6-7 minutes)

We will then draw on their observations from this exercise, and refer back to our outstanding questions, as we lead into question and discussion time at the end. (13-14 minutes)

References

Cashmore, A. and Ramsden, P., 2009. Reward and Recognition of Teaching in Higher Education: A Collaborative Investigation. Higher Education Academy and GENIE CETL for Excellence in Teaching and Learning.gg Available through: Higher Education Academy *http://www.heacademy.ac.uk/news/detail/2009/rewardandrecongition2* [sic] [Accessed 16 May 2012]

Chalmers, Denise, 2011. Progress and challenges to the recognition and reward of the Scholarship of Teaching in higher education. *Higher Education Research and Development*, 30(1), pp.25-38.

Macfarlane, Bruce, 2011. Prizes, pedagogic research and teaching professors: lowering the status of teaching and learning through bifurcation. *Teaching in Higher Education*, 16(1), pp.127-130.

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