

LTC14D231

Title: *Excellence in Teaching Awards*
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Issue

A review of the Excellence in Teaching Award scheme and recommendations as to its future.

Recommendation

Recipients are invited

- 1) to note the purpose and objectives of the current scheme
- 2) to consider the following recommendations:
 - a) excellence in teaching and learning is recognised through the normal reward mechanisms of ex gratia payments/ special incremental progression/ discretionary awards;
 - b) that should the criteria for staff annual review require updating to fully recognise excellence and innovation in teaching and learning then this be brought to the attention of the Director of Human Resources;
 - c) the UUEAS Transforming Teaching awards scheme is supported;
 - d) that the Excellence in Teaching Award ceases to be an ex gratia payment and becomes a personal and development allocation of funding for staff to use as they see fit for their own personal and professional development;
 - e) that the awards are linked to University Teaching Fellowships;
 - f) that the awards are made on an annual basis to all those holding a University Teaching Fellowship (nine staff at steady state, three new fellowships awarded each year)
 - g) that one award per year, made to a new University Teaching Fellow be determined to be the Sir Geoffrey and Lady Allen prize and like other awards to be spent on their personal and professional development.
 - h) that the Sir Geoffrey and Lady Allen prize remain valued at £1,000 with the value of the other awards determined on an annual basis depending on the budget available.

Resource Implications

If the scheme were to end the resulting saving would amount to approximately £10k per annum. However, it is not proposed that the scheme be ended, rather that it is re-purposed but with an annual budget of £7,000. Recipients are asked to note that in particular an endowment from Sir Geoffrey and Lady Allen contributes £1,000 towards one of the prizes each year,

https://www.uea.ac.uk/prizesandscholarships/university_prizes/the-sir-geoffrey-and-lady-allen-prize-for-excellence-in-teaching .

Risk Implications

The University has had two schemes for the reward of excellence in teaching and for the promotion and development of innovation and excellence in teaching:

- Excellence in Teaching Awards – six ex gratia payment awards made per annum each valued at £1,000 with awards being made at relevant Congregation ceremonies.
- Teaching Fellowship awards – approximately £30,000 awarded annually in the form of small grants of up to £5,000 to support developments in teaching pedagogy and innovation. This scheme, financed by a dedicated HEFCE grant which has now ended, made its final awards in 2013/14.

There is a small risk that with changes to both of the current mechanisms a perception may develop that the University does not value excellence in teaching and learning. This risk can be mitigated by

- continuing to use the term Excellence in Teaching award to describe the personal and professional development allocation being made to University Teaching Fellows
- ensuring that the normal staff annual review mechanisms do fully recognise and reward excellence and innovation in learning and teaching.

It should be noted that the Union of UEA Students has a Transforming Teaching Awards Scheme which also recognises excellence in teaching: <http://www.ueastudent.com/transformingteaching>.

Equality and Diversity

The ending of the scheme will not have any Equality and Diversity impact since the normal University annual review and promotion criteria will be used to reward Teaching Excellence. The recruitment and selection process for University Teaching Fellows will be used in future to make Excellence in Teaching Awards.

Timing of decisions

The proposal would be to commence these awards in 2015/6 linking them to the first cohort of University Teaching Fellows who will be recruited in June 2015.

Further Information

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Background

The scheme commenced in 2006/7 as part of the Strategy for Teaching and Learning and was designed as a mechanism to recognise and value excellence and innovation in learning and teaching. The awards are made by a Panel who consider evidence of outstanding teaching which is stimulating and challenging to students and makes a positive contribution to the University's learning and teaching strategy. The awards are made in the form of ex gratia payments to recipients and consequently the cost to the University is almost double the face value of the awards as UEA has to cover the HMRC costs associated with making these payments. The scheme is anomalous in sitting outside the University's normal reward mechanisms of ex gratia payments/ special incremental progression/ discretionary awards.

In addition, the process of promoting the scheme, considering the nominations, making awards, and in providing feedback to successful and unsuccessful candidates is time consuming of both administrative and academic time. It is timely to question whether the objectives of recognising and valuing excellence and innovation in learning and teaching could now be better achieved with a revised and different mechanism.

It would also be helpful to consider whether the normal reward mechanisms of ex gratia payments/ special incremental progression/ discretionary awards serve to reward excellence and innovation in teaching and learning or whether the criteria could/should be enhanced to specifically include this?

A list of staff receiving Excellence in Teaching Awards in 2009/10 -2013/14 can be found on the LTS website: <http://www.uea.ac.uk/learningandteaching/staff/teaching/recognition/Past+Winners>

Discussion

Recipients are invited to consider the detail of the current scheme and current staff reward processes before considering proposals for a new Teaching Excellence Award linked to the new University Teaching Fellowships.

1. Excellence in Teaching Awards – the current scheme

Applications for Excellence in Teaching awards are asked to refer to the criteria below and provide examples of how these have been achieved.

- A. Demonstrates a commitment to the quality of teaching and learning and to its enhancement.
- B. Communicates enthusiasm for the subject and stimulates critical thinking, curiosity and independent learning in students.
- C. Demonstrates expertise in the subject, including up-to-date scholarship, and shows a clear grasp of the relationship, where relevant, between teaching and research.
- D. Shows an innovative and adaptive approach to assessment, including the ability to link methods of assessment effectively to learning outcomes.
- E. Provides effective personal support and academic guidance to a range of individual students.
- F. Refines own practice as a result of self-reflection and evaluation by students and peers.
- G. Demonstrates imagination and innovation in curriculum design and teaching methods, including use of IT.

Nominations may also be put forward on the basis of different criteria in addition to those above, and this should be made clear in the nomination statement. Awards are made for particular and recent achievements rather than for distinguished long-term service.

<http://www.uea.ac.uk/learningandteaching/staff/teaching/recognition/Awards+for+Excellence+in+Teaching+Guidelines+2014-15>

Up to 2013/14 five awards of £1,000 were made per annum. Six awards were made in 2013/14 and 2014/15. The number of staff nominated for an award in recent years has been as follows:

2014/15 – 33
2013/14 – 32
2012/13 – 14
2011/12 – 32

The spread of awards made by School over the last 3 years are as follows:

Awards made in the last 4 years		
HUM	4	FTV – 1 HIS – 1 AMS – 1 HUM - 1
FMH	6	MED – 5 NSC – 1
SCI	5	PHA – 2 ENV – 2 CMP – 1
SSF	9	DEV – 2 LAW – 2 NBS – 1 EDU – 1 ECO -1
Other	1	DOS – 1

The Awards, in receiving mention at Congregation ceremonies, have raised the profile of excellence in learning and teaching and recipients have been frequent presenters and advocates for learning and teaching at the annual Learning and Teaching Day. It is considered that any new or replacement awards scheme should try to retain these additional benefits for the University.

2. Staff annual review process

Excellence in teaching is also rewarded via the staff annual review process and promotion criteria.

In all cases of confirmation of appointment, special increment, discretionary awards, and promotion, the Promotions Process shall assess the performance of Academic Teaching and Research (ATR) staff in Teaching, Research, Enterprise and Engagement, and of Academic Teaching and Scholarship (ATS) staff in Teaching, Enterprise and Engagement. Where an individual is performing at the expected grade of their position, but additionally any one area is sustained in a higher grade this offers opportunity for a Special Increment or Discretionary Award. Where this is not sustained an ex-gratia payment may be appropriate.

The criteria and standards expected are detailed in the “Rules and procedures relating to the terms and confirmation of appointment, determination of salary, advancement and promotion of members of academic staff”, (the green book).

<http://www.uea.ac.uk/documents/2506781/2685870/Rules+and+procedures+relating+to+the+terms+and+confirmation+of+appointment%2C%20determination+of+salary%2C%20advancement+and+promotion+of+members+of+academic+staff+%28Green+Book%29/c782457d-02e4-4f35-8385-cbdf2853701a>

The criteria are reproduced in Appendix A of this paper.

3. University Teaching Fellowships

The Learning & Teaching Committee recently approved a new University Teaching Fellowship scheme, a scheme designed to support and mentor applicants for National Teaching Fellowships. A robust selection process has been designed and the aim is to have, at steady state, a pool of nine University Teaching Fellows with three recruited each year. Six fellowships will be awarded in the first year. Currently the Fellowships do not have any funding associated with them and the relevant Head of School is asked to provide resources to support the personal and professional development of Fellows in their School.

Full details can be found in the LTC paper

<https://portal.uea.ac.uk/documents/6207125/8985662/ltc14d190dividerg.pdf/d6077f21-24b3-423d-81ee-f1b6815ab9d1>.

4. Sir Geoffrey and Lady Allen prize for excellence in teaching.

Sir Geoffrey and Lady Allen kindly set up an endowment to create this prize. Each year one of the Excellence in Teaching Awards valued at £1,000, is made in their name.

5. Proposals

In summary, the current Excellence in Teaching Award scheme whilst beneficial in rewarding excellent learning and teaching has the following flaws:

- it makes ex gratia payments but sits outside normal staff annual review processes
- is administratively time consuming to manage
- is expensive, due to the associated HMRC costs.

The proposal is to change the nature of the awards from an ex gratia payment to a personal and professional development award and to link the awards with the University Teaching Fellowships such that each University Teaching Fellow would receive an annual financial allocation for them to use for their personal and professional development. For example, it could be used as a contribution towards attendance at teaching and learning events and conferences or visits to other Universities to see innovative teaching and learning in action.

The cost of the current award scheme over the last three years has been £6,000, £8,009, and £10,958. If an annual budget of £7k was agreed, each University Teaching Fellow could be given an annual allocation of approximately £750. It should be noted that such funds would need to be spent during the financial year and could not be carried forward.

The University Teaching Fellowship scheme has a well-defined and robust recruitment and selection criteria and process. Linking the Excellence in Teaching Awards with this scheme would improve the process of making awards and focus the funding on staff ambitious to achieve National Teaching Fellowship status. Funded by HEFCE and administered by the Higher Education Academy, the National Teaching Fellowship Scheme (NTFS) is the premier British accolade for excellence in the practice, dissemination and development of teaching in Higher Education. Recognition of nationally outstanding teaching excellence reflects favourably upon the School and the University and as noted in the LTC paper (LTC14D190) the University is currently under represented in the National Teaching Fellowship Scheme "league table".

It is acknowledged that a number of staff delivering excellence in their learning and teaching will not wish to apply for a University Teaching Fellowship and they will need to be recognised and rewarded via normal staff annual review processes. Consequently, recipients are asked to comment on whether the current annual review criteria (Appendix A) will be able to fulfil this objective or whether the criteria would benefit from review.

In steady state, with three University Teaching Fellowships awarded each year, one accompanying new Excellence in Teaching Award can be determined to be the Sir Geoffrey and Lady Allen prize which could remain valued at £1,000 and like other awards be spent on the recipients personal and professional development.

Summary

The proposals will significantly change the scheme.

- The mechanism of making the awards will change. Whilst the current selection mechanism is through a broad based panel balancing a subjective view of 'excellence',

the proposed scheme, in linking the awards to University Teaching Fellowships, replaces this with a smaller panel using a criteria-based view of NTFS potential.

- The current scheme seeks to make one award per Faculty plus two others. There will be no specific Faculty allocations in the new scheme, the awards made will be based on University Teaching Fellowship applicant's NTFS potential.
- The nature of the award will change from being an ex gratia payment to being a personal and professional development award.

It is recommended that

- 1) excellence in teaching is recognised through the normal reward mechanisms of ex gratia payments/ special incremental progression/ discretionary awards;
- 2) should the criteria for staff annual review require updating to fully recognise excellence and innovation in teaching and learning then this be brought to the attention of the Director of Human Resources;
- 3) the UUEAS Transforming Teaching awards scheme is supported;
- 4) that the Excellence in Teaching Award ceases to be an ex gratia payment and becomes a personal development allocation of funding for staff to use as they see fit for their own personal and professional development;
- 5) that the awards are linked to University Teaching Fellowships;
- 6) that the awards are made on an annual basis to all those holding a University Teaching Fellowship (nine staff at steady state, three new fellowships awarded each year)
- 7) that one award per year, made to a new University Teaching Fellow be determined to be the Sir Geoffrey and Lady Allen prize and like other awards to be spent on their personal and professional development.
- 8) that the Sir Geoffrey and Lady Allen prize remain valued at £1,000 with the value of the other awards determined on an annual basis depending on the budget available.

Attachments

Appendix A - Extract from "Rules and Procedures relating to the Terms and Confirmation of Appointment, Determination of Salary, Advancement and Promotion of Members of Academic Staff and

Appendix B , Evaluation of teaching, research, related activities, and administrative and other duties Sections 2, 5 and 6. (The Green Book),

Extract from “Rules and Procedures relating to the Terms and Confirmation of Appointment, Determination of Salary, Advancement and Promotion of Members of Academic Staff (The Green Book), Appendix B , Evaluation of teaching, research, related activities, and administrative and other duties Sections 2, 5 and 6.

TEACHING AND LEARNING AND RELATED ADMINISTRATION AND OTHER STUDENT FACING ACTIVITY

Additional related examples may be found in Paragraphs 5 and 6 of this section.

- 2.1 The expectation is that teaching at UEA is:
- based on high professional standards and a caring and supportive approach to students;
 - grounded in an engagement with research and the latest theory and debate developments in subject area and, where relevant, professional practice and policy;
 - effectively planned, with due attention to coherence, continuity and progression in student learning;
 - intellectually challenging, seeking to develop in students characteristics of curiosity, enthusiasm for their subject, resilient independence in learning and intellectual integrity;
 - underpinned by timely, well-designed, sensitive, formative and informative assessment practices;
 - informed by student feedback and evaluations and peer review, with an open-minded willingness to engage with both supportive and critical feedback.
- 2.2 The promotions procedures should provide explicit assessment of quality and contribution in teaching in order to improve clarity and transparency and ensure a proper recognition of teaching ability and effectiveness.
- 2.3 Evidence of teaching quality and contributions to teaching and related administration shall be presented within the Academic Promotions Template, supported by evidence assembled in a Teaching Portfolio. The Portfolio, including written evidence in relevant areas from the examples below, shall be maintained as evidence in support of the self-assessment.
- 2.4 The Head of School or his/her nominee will certify that the self-assessment is appropriately based on the Portfolio of evidence. (See Section 4.7 of the Academic Promotions Template for a description of typical Portfolio contents, and examples of evidence of teaching below.)
- 2.5 The Teaching section of the Academic Promotions Template will provide the basis for the assignment of a grade by the Promotions Committee, assessed against the Assessment Standards detailed in Appendix C.
- 2.6 The definition of teaching quality in promotions should be built around the concepts of a highly effective and sustained contribution and a significant contribution to the development of teaching techniques.
- 2.7 Factors relevant to high quality teaching and learning and related administration which may be taken into account include:
- 2.7.1 teaching effectively
- a range and variety of courses and modules
 - at different levels and/or to different groups, e.g. small group teaching by seminar workshop or tutorial, or teaching of practical classes in laboratories, teaching field courses, demonstrating professional practice
 - with the use of teaching resources, technologies and techniques which are appropriate to the course/module
- 2.7.2 adaptability and flexibility in changing areas of teaching and learning
- 2.7.3 contributions to curriculum development and the design of courses/modules
- on a single subject basis
 - on an interdisciplinary basis
 - in planning teaching programmes
 - in monitoring, review and revision of courses/modules
 - for delivery by the member of staff concerned
 - for delivery by/with other colleagues
 - for continuing education programmes
 - for distance learning

- 2.7.4 the development of improved teaching methods and resources and of varied methods of assessment
- 2.7.5 the load of teaching and assessment and its relationship with the load of others in the School
- 2.7.6 innovation in teaching
- 2.7.7 development of curricula and design of new courses/modules
- 2.7.8 publication of teaching texts, reviews and other teaching materials
- 2.7.9 development of novel learning and improved teaching methods
- 2.7.10 assessment of teaching skills and effectiveness from student feed-back, and from faculty mentoring
- 2.7.11 awards for excellence in teaching
- 2.7.12 contributions to outreach activities and to public awareness
- 2.7.13 setting, marking and assessing work; examinations and feedback to students
- 2.7.14 leadership in any areas of teaching and assessment
- 2.7.15 external invitations to lecture
- 2.7.16 individual or collaborative participation in successful bids to the Higher Education Academy
- 2.7.17 an active role in a National Subject Centre
- 2.7.18 successful Teaching Fellowship projects
- 2.7.19 senior membership of the Higher Education Academy

OTHER ACADEMIC ACTIVITIES RELATED TO TEACHING AND LEARNING AND RELATED STUDENT FACING ACTIVITY; RESEARCH; AND ENTERPRISE AND ENGAGEMENT

- 5.1 There are other academic activities which may be taken into account when assessing a member of staff's teaching, research, enterprise and engagement as these activities both reflect and affect an individual's performance and standing as a teacher, researcher and academic, e.g:
 - 5.1.1 the assessment, evaluation, appraisal or criticism of other scholars' work by acting as a referee or publisher for a learned journal
 - 5.1.2 acting as external examiner in other universities
 - 5.1.3 involvement in research proposal grading and assessment for external bodies (research councils, charities, etc) nationally and/or internationally
 - 5.1.4 involvement in systems of quality audit and/or assessment in higher education
 - 5.1.5 participation in quality assurance activities related to the University's involvement in access programmes and franchised and validated courses
 - 5.1.6 publication of textbooks
 - 5.1.7 the application of scholarship in advisory or consulting work
 - 5.1.8 involvement in the development and delivery of academic staff development and training activities
 - 5.1.9 contributions to the dissemination of knowledge through the convening of conferences and colloquia.

6 ADMINISTRATION, MANAGEMENT AND LEADERSHIP RELATED TO TEACHING AND LEARNING AND RELATED STUDENT FACING ACTIVITY; RESEARCH; ENTERPRISE AND ENGAGEMENT

- 6.1 A distinction should be drawn between relatively passive roles such as being a member of a committee and more active, executive and reforming roles; also between administration associated with teaching and research, and supervising and reforming administration of others' teaching and research. Constructive initiative should also be identified.
- 6.2 Evidence to be considered should be outlined in the appropriate sections of the Academic Promotions Template, i.e. relating to Teaching, Research, Enterprise and Engagement.

Examples of factors which will be taken into account include:

- 6.3.1 assuming executive responsibilities at School and/or University level: not solely as the holder of a formal office such as Head of School or Director of a Centre, but also as Admissions Directors, School Directors of Teaching and Learning, Chair of Examiners, Chair of a committee, etc.

- 6.3.2 involvement in the management of resources (including human resources) and in strategic planning and decision making, at School and/or University level
- 6.3.3 advising students, either on academic matters or on personal matters
- 6.3.4 the selection of students for admission, including interviewing, etc.
- 6.3.5 participation in committees in the University
- 6.3.6 service on regional, national and international committees or Assessment Panels with some form of acknowledged output
- 6.3.7 the organisation of conferences, seminars, etc., especially those involving people from outside the University
- 6.3.8 the successful execution of a major executive task (either sustained or a one off project) which facilitates School performance or business
- 6.3.9 evidence of a capacity to contribute creatively and constructively to the management of School business

- 6.3.10 capacity to manage more junior and/or support staff where such opportunities exist
- 6.3.11 responsible and effective involvement in the broader arena of the University or in the outside professional arena (where such opportunity exists)
- 6.3.12 significant and sustained contribution to the management of the School (e.g. in planning and resource management, or policy development, or improvement of procedures, etc)
- 6.3.13 evidence of strong people management skills
- 6.3.14 recognition as having made a significant contribution to management or administration within the broader arena of the University or the profession.

- 6.4 Administrative, Managerial and Leadership input should also be considered in the following ways:
 - 6.4.1 decision making, e.g. input to decisions affecting a team, a department, a School or the institution
 - 6.4.2 initiative and problem solving, e.g. devising or contributing to the development of new courses to attract students or identified potential funding opportunities
 - 6.4.3 liaison and networking, e.g. participation in networks; leading or chairing internal and/or external panels, networks; enterprise and engagement activities
 - 6.4.4 management of facilities, e.g. specialised laboratories or workshops
 - 6.4.5 pastoral care and welfare, e.g. responding to staff welfare issues or providing welfare advice and guidance to students
 - 6.4.6 planning and organising resources, e.g. delivering a course or programme of study, managing research projects or contributing to long term planning of the department or School
 - 6.4.7 representing the University on external bodies
 - 6.4.8 responsibility for a specific area of activity within a School or across the Faculty, e.g. admissions, examinations, timetabling, library provision, schools liaison, the affective environment of students teaching and learning
 - 6.4.9 service delivery, e.g. adapting service provision to meet changing needs; setting overall quality or teaching standards for the institution
 - 6.4.10 team development and motivation, e.g. providing coaching or guidance to members of the team based on personal knowledge or expertise or acting as a mentor or Advising Colleague to a less experienced colleague or overseeing the work of a team or unit, for example running leading a course or module.
- 6.5 Administration undertaken by an individual that directly relates to research, teaching or enterprise/engagement should be considered under those headings. However, it is acknowledged that some administrative, managerial or leadership roles and/or tasks are not easily included within these, such as Head of School, Dean of Faculty or PVC, as the breadth of their portfolio is not anchored to one or other of the areas above.
- 6.6 Therefore in considering a submission for promotion to a Chair, additional due regard should be given to any such role that an individual undertakes which is not easily included in these categories.
- 6.7 Where a Head of School or holder of another senior Faculty/University wide role has undertaken, and continues to undertake, an outstanding and transformative management/academic leadership role, this may be taken into account when considering the volume of A attainment and performance in research or one other area for ATR, and the volume of A attainment and performance in teaching or one other area for ATS, when considering promotion to Chair.