Professional development for teaching

The Academy of Medical Sciences

28th March 2014

Paul Blackmore
King’s College London
A knowledge hierarchy

Underlying discipline or basic science

Applied science

Skills and attitudes

So how does a profession gain prestige?
Current issues - programme

• Teaching or academic practice?
• Theory, practice and academic level
• Disciplines and professional groups
• Institutional mission and character
• U/g and p/g?
Current issues - institution

• Location in institution
• Who teaches?
• Established staff (APL/CPD)
• Blended professionals / support staff
• How much is enough?
Creating a 21st Century Curriculum: The King’s-Warwick Project

http://kingslearning.info/kwp
King’s Experience

All students to experience:
• Research-rich environment
• Interdisciplinarity
• Global connectedness
• Community engagement
• Academic literacy
Students and learning

“... ensuring that students are partners in their learning rather than recipients or customers ... in sharp contrast to a contemporary rhetoric that promotes higher education as a service or business transaction”
Programme at King’s

Enhancing Academic Practice 30 (SD1)
PG Certificate 60 (SD2)
PG Diploma 60 (SD3?)
Master’s 60 M level credits

.............in Academic Practice /Clinical Education

PhD in Higher education

READ CPD programme
http://www.kcl.ac.uk/study/learningteaching/kli/po/index.aspx
Distinctive features

• Academically- and research-led

• Discipline-based groups

• Option modules:
  o Distinctiveness of experts’ teaching
  o Leadership and management
  o Curriculum design - King’s Experience
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Teaching allocation...

...and parity of esteem between research and teaching

Prof. Richard J. Reece
Associate Vice-President
Faculty of Life Sciences

- With >1,000 people involved in research, 2,200 UG students and an annual total budget of ~£80 million, FLS is one of the largest and most successful unified research/teaching organisations of its kind in Europe
- Close to 250 PIs working in all areas of Life Science research
- Over £120M in research grant funding
- Strong cross-disciplinary focus
Faculty of Life Sciences

- Educates close to 3,000 students
- Degree subjects ranging from Anatomy to Zoology and everything in-between
- All four-year programmes accredited by Society of Biology
- Primarily responsible for the delivery of the non-clinical - phase 1 - medical curriculum for Manchester Medical School to an additional ~800 students
FLS teaching contributions

• The AMS four guiding principles:
  • Allocation led by senior academic
    Overseen by Associate Dean
  • Discussion with the individual
    Part of the annual P&DR process
  • Account for other responsibilities
    Recommendations individualised
  • Transparency
    Data available to all
FLS teaching contributions
### FLS Undergraduate Degree Programmes

#### Record 1 to 1 of 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Academic Tutorials (deprecated)</th>
<th>Problem Paper Preparation (hours)</th>
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<td>Yr2 (groups)</td>
<td>Yr3 (groups)</td>
<td>Sp. Hons. (hours)</td>
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#### Course Units (non-PBL)

#### Record 1 to 4 of 4

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<th>Unit (x lecture weighting)</th>
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<th>Practicals Attended (hours)</th>
<th>Field Courses (Organised and attended) (days)</th>
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<td>BIO121121, The Dynamic Cell (x6)</td>
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<td>BIO131411, Protein Sorting (L) (x4)</td>
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<td>BIO140352, Cell Biology - Problem Paper (x4)</td>
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#### E/PBL Course Units

Sorry, there are no matching results to display.

#### Other Undergraduate Teaching

#### Record 1 to 1 of 1

<table>
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<th>Academic Tutorials</th>
<th>Undergraduate Personal Advises (students)</th>
<th>Placements</th>
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<th>Projects</th>
<th>Recruitment Interviews (quota)</th>
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<tbody>
<tr>
<td>Yr1 (groups)</td>
<td>Yr2 (groups)</td>
<td>Yr3 (groups)</td>
<td>Reports (no of)</td>
<td>Visits (no of)</td>
<td>1st Marker (student)</td>
<td>2nd Marker (report)</td>
<td>1st Marker (no of)</td>
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#### Other Graduate Teaching

Sorry, there are no matching results to display.

#### Miscellaneous Teaching

Sorry, there are no matching results to display.
Teaching and Research

- Could be argued that the primacy of research is unequivocal
- Research is the leading ‘product’ of a university and the source of all that is taught
- Teaching only of local importance as it just affects one institution’s students
- An equal nexus between teaching and research, or first rank for research?

Clear quality benchmarks

Only a competency floor??
Research/teaching excellence

- Difference in expectation and perception

University of Manchester staff survey 2012 - 623 respondents
Research/teaching excellence

There is parity
- Promotion
- Workload allocation
- Messages from senior management
- Focus on student satisfaction

There is not parity
- Promotion
- Deployment of staff in teaching
- Management and leadership
- Culture and publicity

- ‘Our reputation depends on research, seeking parity of esteem may be detrimental’
- ‘Students come for the research reputation, not the teaching reputation’
- ‘Research is more important for an individual’s job opportunities elsewhere’

University of Manchester staff survey 2012 - 623 respondents
Teaching excellence

• In 2010, ALL academic staff within the university are graded as L, SL, (R) or P in one of three categories:
  • Research-focussed
  • Research and teaching
  • Teaching-focussed
Promotion criteria

• Teaching and Research
  • Research
  • Teaching & teaching-related activities
  • Knowledge and technology transfer
  • Service and leadership

• Teaching-focused
  • Teaching & teaching-related activities
  • Knowledge and technology transfer
  • Service and leadership

• Teaching activities - internal & external

• Evidence of excellence - not simply doing the job
Lessons learned

• Do not allow default position of research-inactive (or waining) academics to be teaching only
• Teaching-focussed staff must be excellent at it, and want to do it
• Not all researchers will be good teachers and *vice versa*

• **Talk the talk**
  • Ensure that policies and procedures do not favour one activity over another
  • Measure what you can, but have faith in the judgement of colleagues - robust peer review, student feedback *etc.*
Lessons learned

- Do not allow default position of research-inactive (or waining) academics to be teaching only
- Teaching-focussed staff must be excellent at it, and want to do it
- Not all researchers will be good teachers and vice versa
- Walk the walk
  - Actions speak louder than words
  - Buy-in from all levels of management that teaching really matters to the institution
Lessons learned

• Defining, and appreciating, excellence is key to ensuring institutional focus
• Individual contributions to the workings and functioning of the institution can be in research, or teaching, or both
• Allow individuals to develop according to their strengths and desires
Research/teaching excellence

- Can co-exist, but require careful attention and significant effort to do so
- Faculty of Life Sciences

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<th>Year</th>
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<td>2009</td>
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<td>2012</td>
<td>92%</td>
</tr>
<tr>
<td>2013</td>
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Improving the status and valuation of teaching at Bristol

Fiona Ford – Head of Organisational Development and Deputy HR Director
Our Journey so far……

• Creation of our three ‘academic pathways’ in 2007 – P1- Research and Teaching; P2 - Research; P3 - Teaching and Scholarship

• Creation of the differentiation between Promotion and Progression
Our Journey so far……

**Academic Progression**
- ‘Progression’ is the procedure giving individuals in progressable roles the expectation of being moved to the next role profile level within the academic career pathway framework provided performance is acceptable. Progression applies to movement from Lecturer up to and including the equivalent of Senior Lecturer.

- All roles on Pathway 1 are automatically progressable up to Senior Lecturer, but this will vary for roles on Pathway 2 and 3 according to the role in question.

**Academic Promotion**
- ‘Promotion’ is the procedure giving an individual the opportunity to move within the academic career pathway framework to the levels of Reader and Professor (or equivalent) on the basis of peer reviewed achievement.
- This involves providing evidence of the relevant level(s) of excellence required for the pathway/profile in question. For all pathways, the case for overall excellence must be considered 'in the round', taking due account of teaching, research and academic leadership and citizenship.
Academic Staff Career Pathways - 2007

Profile Level

Pathway One

Lecturer 1b → Reader 1d1 → Professor 1e

Pathway Two

Research Assistant 2a → Research Fellow 2c → Senior Research Fellow 2d1 → Reader in Research 2d2 → Professorial Research Fellow 2e

Pathway Three

Teaching Assistant 3a → Teaching Associate 3b → Senior Teaching Fellow 3d1 → Reader in Teaching & Learning 3d2 → Professorial Teaching Fellow 3e

Progression → Progression when role available → Promotion
Our Journey so far……

• In 2013 we amended our recruitment and selection requirements to include presentation of an UG or PGT lecture to students, for all interviewees for posts on Pathway 1 and Pathway 3;

• Also revised to include the requirement for a teaching reference
Our Journey so far……

- Reviewed and refined Promotion and Progression criteria to enhance the focus on excellent teaching, in particular on leadership of and innovation in teaching

- The establishment of the Bristol Teaching ‘Golden Apple’ Awards for outstanding contribution to teaching and support to students

- Established University Teaching Fellowships

- Removed the differentiation in job titles on Pathways 2 and 3 at Reader and Professorial level
Our Journey so far…….

• Creation of our ‘Academic Staff Development’ Unit within HR and the development of a new Academic CPD Scheme which will aim to:
  • Reinforce the interplay between excellent teaching, research and scholarship
  • Provide high quality induction for new academics
  • Provide high quality and relevant support for new academics in the effective delivery of teaching and learning for students
  • Focus on practice-based learning, peer observation/review and provide a high level of mentoring support
  • Provide an on-going CPD framework to encourage on-going innovation and creativity in teaching
  • Continue to deliver across the field of research skills development
  • Encompass leadership development for academic staff
  • Achieve synergy in training and development activity for academic staff
The Journey ahead……

• Enhancement of our on-line Staff Review and Development tool with the aim of bringing together information on all academic activities to inform discussions.

• Review of Academic Workload Policy – no intention to impose a single workload model but need to ensure that models work at a local level and give due recognition for all aspects of workload.
The Journey ahead……

• So, some incremental steps in the right direction, but…..
• …..still some way to go……
• …..and how will we know when we have arrived?