

## Teaching Workshop Report – 12 July 2011

The workshop, which took place at Physiology 2011, discussed the report published by the Academy of Medical Sciences in 2010: “*Redressing the balance: the status and valuation of teaching in academic careers in the biomedical sciences*” (<http://www.acmedsci.ac.uk/p99puid181.html>).

Over 80 institutions were invited to respond to a survey on the valuation of teaching in the Biomedical Sciences. 53 responses were received from a range of universities (Appendix 1, download below), the results collated (Appendix 2, download below) and presented to members of the Teaching Theme. As anticipated, the presentation provoked discussion regarding how The Physiological Society may be able to support teaching and learning in the Biomedical Sciences.

### Suggestions for improving the status and valuation of teaching:

- Publishing Case Studies for individuals that have progressed through a Teaching and Learning career track
- A Society-lead working party to evaluate teaching at institutions, with the results being made publically available
- Introduction of 360° evaluation of teaching
- More transparency regarding the economic value of teaching hours to a University
- The Society should continue raising the profile amongst its own members
- It was generally agreed that the introduction of fees should provide a good platform to raise the profile of teaching as students develop a consumer mentality and become more demanding
- Invite Undergraduate Prize winners to share their experience of teaching quality at their institution (could take place during a one day meeting of prize winners). The information would inform discussion going forward.

### Potential obstacles to tackling the management of teaching

- Sprawling departments: degree disciplines not represented by single departments but a number of individuals scattered amongst several departments
- The complexity of teaching: teaching doesn't end in the lecture theatre, teaching extends to setting exam questions, marking and tutorials and all aspects should be evaluated
- Method of teaching assessment must be mentioned as part of the job description, contract and application process
- A lack of recognition for good teachers, and rarely repercussions for bad teachers
- The government doesn't have an incentive for judging teaching as there is no clear link to economic value (as there is with research)

A more detailed report of the workshop will be published in the next issue of Physiology News and there are ongoing discussions within The Society as to how some of the suggestions can be taken forward.

Universities invited to contribute to Teaching Workshop Survey

(in bold, those that responded)

Bangor University

**Brunel University**

Cardiff University

Coventry University

**De Montfort University**

**Dundalk Institute of Technology**

**Glasgow Caledonian University**

**Imperial College London**

**Keele University**

**King's College London**

Kingston University

**Loughborough University**

**Manchester Metropolitan University**

Newcastle University

Nottingham Trent University

**Queen Mary University, London**

**Queen's University Belfast**

Royal College of Surgeons in Ireland

**Royal Holloway, University of London**

**Heriot-Watt University**

**St Georges, University of London**

**Swansea University**

The Royal Veterinary College

Trinity College Dublin

University College Cork

**University College Dublin**

**University College London**

**University of Aberdeen**

**University of Bath**

University of Birmingham

University of Bradford

**University of Brighton**

**University of Bristol**

**University of Cambridge**

**University of Dundee**

**University of Durham**

**University of East Anglia**

University of Edinburgh

**University of Essex**

**University of Exeter**

University of Glamorgan

**University of Glasgow**

**University of Greenwich**

University of Hertfordshire

University of Huddersfield

**University of Leeds**

**University of Leicester**

University of Limerick

University of Liverpool

**University of London, The School of Pharmacy**

**University of Manchester**

University of Nottingham

**University of Oxford**

**University of Portsmouth**

University of Reading

**University of Sheffield**

**University of Southampton**

**University of St Andrews**

**University of Stirling**

**University of Strathclyde**

**University of Surrey**

**University of Warwick**

**University of Wolverhampton**

**University of York**

University of Plymouth

Peninsula College of Medicine and Dentistry

The Open University

Derby City General Hospital Medical School

University of Central Lancashire

National University of Ireland, Cork

St Martins College

Leeds Metropolitan University

Liverpool John Moores University

Birmingham City University

**Derby University**

Liverpool hope

DeMonfort

Univ of Ulster

**Hull University**



HYMS Medical School

Northumbria




1. Please provide your name and organisation.

	Response Count
	53
answered question	53
skipped question	0





2. In my Department/School, all academic staff are expected to contribute to teaching.

		Response Percent	Response Count
TRUE		86.5%	45
FALSE		13.5%	7
	answered question		52
	skipped question		1



3. My Department/School has a clear strategy for evaluating (i.e. assessing the worth of) teaching contributions by staff.

		Response Percent	Response Count
STRONGLY AGREE		23.1%	12
AGREE		42.3%	22
DISAGREE		34.6%	18
STRONGLY DISAGREE		0.0%	0
	answered question		52
	skipped question		1





**4. The strategy by which teaching is allocated to staff in my Department / School is transparent to all academics.**

		Response Percent	Response Count
STRONGLY AGREE		14.0%	7
AGREE		26.0%	13
<b>DISAGREE</b>		<b>42.0%</b>	<b>21</b>
STRONGLY DISAGREE		18.0%	9
<b>answered question</b>			<b>50</b>
<b>skipped question</b>			<b>3</b>





**5. Individual teaching contributions of staff are made available to all academic staff [e.g. on an intranet database].**

		Response Percent	Response Count
TRUE		44.0%	22
<b>FALSE</b>		<b>56.0%</b>	<b>28</b>
<b>answered question</b>			<b>50</b>
<b>skipped question</b>			<b>3</b>



**6. Allocation of teaching in my Department/School is flexible throughout an academic's career [e.g. it accommodates newly-appointed staff, research leave, maternity leave, shifts of teaching/research profile during career].**

		Response Percent	Response Count
STONGLY AGREE		36.0%	18
<b>AGREE</b>		<b>40.0%</b>	<b>20</b>
DISAGREE		20.0%	10
STRONGLY DISAGREE		4.0%	2
<b>answered question</b>			<b>50</b>
<b>skipped question</b>			<b>3</b>





**7. Allocation of teaching in my Department / School is integrated with research activity, administration and external contributions.**

		Response Percent	Response Count
STRONGLY AGREE		30.0%	15
AGREE		26.0%	13
<b>DISAGREE</b>		<b>40.0%</b>	<b>20</b>
STRONGLY DISAGREE		4.0%	2
<b>answered question</b>			<b>50</b>
<b>skipped question</b>			<b>3</b>




**8. Allocation of teaching in my Department / School is led by a senior academic.**

		Response Percent	Response Count
TRUE		70.0%	35
FALSE		30.0%	15
answered question			50
skipped question			3





**9. Allocation of teaching in my Department / School involves discussion with the academic concerned.**

		Response Percent	Response Count
ALWAYS		40.0%	20
USUALLY		52.0%	26
RARELY		6.0%	3
NEVER		2.0%	1
answered question			50
skipped question			3





**10. My institution operates a locally unified (see definition above) promotion system for all academic staff.**

		Response Percent	Response Count
TRUE		44.9%	22
FALSE		20.4%	10
UNSURE		34.7%	17
answered question			49
skipped question			4




**11. Institutional teaching prizes carry equivalent prestige to research prizes (e.g. awarded as part of a high profile ceremony; well publicised online, on plasma screens, in university publications, or at relevant meetings).**

		Response Percent	Response Count
TRUE		38.8%	19
FALSE		30.6%	15
UNSURE		20.4%	10
NOT APPLICABLE		10.2%	5
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>

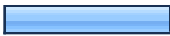



**12. Institutional teaching prizes carry equivalent monetary value to research prizes.**

		Response Percent	Response Count
TRUE		6.1%	3
FALSE		26.5%	13
UNSURE		51.0%	25
NOT APPLICABLE		16.3%	8
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>






**13. My institution operates a promotion system that enables promotion to professor on the basis of achievements in teaching and learning.**

		Response Percent	Response Count
TRUE		22.4%	11
<b>TRUE IN THEORY, in practice teaching and research achievements are not seen as equivalent</b>		<b>61.2%</b>	<b>30</b>
FALSE		16.3%	8
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>






**14. Job and career progression satisfaction for teaching-focused appointments within my institution [if these exist] has been evaluated within the last 5 years**

		Response Percent	Response Count
TRUE		24.5%	12
FALSE		16.3%	8
<b>UNSURE</b>		<b>53.1%</b>	<b>26</b>
NOT APPLICABLE		6.1%	3
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>



**15. Teaching training for early career academics in my institution is useful and relevant.**

		Response Percent	Response Count
STRONGLY AGREE		14.3%	7
<b>AGREE</b>		<b>46.9%</b>	<b>23</b>
DISAGREE		20.4%	10
STRONGLY DISAGREE		8.2%	4
UNSURE		10.2%	5
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>



**16. Teaching training for early career academics in my institution is realistic in time frame.**

		Response Percent	Response Count
STRONGLY AGREE		10.2%	5
<b>AGREE</b>		<b>51.0%</b>	<b>25</b>
DISAGREE		26.5%	13
STRONGLY DISAGREE		2.0%	1
UNSURE		10.2%	5
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>



**17. Job titles in my institution are inclusive (e.g. lecturer, senior lecturer, professor) and do not distinguish between research- and teaching- focused positions [e.g. lecturer (teaching-focused), senior teaching fellow, professorial research fellow].**

		Response Percent	Response Count
TRUE		63.3%	31
FALSE		36.7%	18
answered question			49
skipped question			4






**18. There is a mechanism in my Department / School by which staff are provided with transparent information about the financial return from teaching (i.e. teaching-related income from student fees and HEFCE).**

		Response Percent	Response Count
TRUE		32.7%	16
FALSE		67.3%	33
answered question			49
skipped question			4



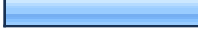

**19. There is a mechanism in my Department / School by which staff are given transparent information about the financial return from research (i.e. grants from research councils, charities, industry).**

		Response Percent	Response Count
TRUE		63.3%	31
FALSE		36.7%	18
answered question			49
skipped question			4

**20. Most staff in my Department / School are aware that even the most research-intensive institutions (Cambridge, Oxford, Imperial, UCL and Manchester) earn ca. 40% of their HEFCE income from teaching, and that this figure is significantly higher in less research-intensive institutions.**

		Response Percent	Response Count
STRONGLY AGREE		8.2%	4
AGREE		49.0%	24
DISAGREE		24.5%	12
STRONGLY DISAGREE		8.2%	4
UNSURE		10.2%	5
<b>answered question</b>			<b>49</b>
<b>skipped question</b>			<b>4</b>

**21. My institution awards prizes for teaching that carry significant prestige and value.**

		Response Percent	Response Count
TRUE		41.7%	20
FALSE		10.4%	5
PRIZES AWARDED BUT NO PRESTIGE ASSOCIATED TO THEM		29.2%	14
UNSURE		18.8%	9
<b>answered question</b>			<b>48</b>
<b>skipped question</b>			<b>5</b>

**22. My institution awards prizes for teaching in a high-profile institutional award ceremony.**

		Response Percent	Response Count
TRUE		58.3%	28
FALSE		20.8%	10
UNSURE		20.8%	10
answered question			48
skipped question			5

**23. My institution awards University Teaching Fellowships that enable recipients to carry out teaching development/pedagogical research during a period of 'sabbatical' leave.**

		Response Percent	Response Count
TRUE		25.0%	12
FALSE		39.6%	19
UNSURE		35.4%	17
answered question			48
skipped question			5

**24. My institution awards University Teaching Fellowships to the same extent (value and number) as University Research Fellowships.**

		Response Percent	Response Count
TRUE		8.3%	4
FALSE		35.4%	17
UNSURE		56.3%	27
answered question			48
skipped question			5

