ANGLIA RUSKIN UNIVERSITY

FACULTY OF HEALTH, EDUCATION, MEDICINE AND SOCIAL CARE

AN EXPLORATION OF THE POSSIBLE RELATIONSHIP BETWEEN REWARD AND RECOGNITION AND TEACHING EXCELLENCE IN HIGHER EDUCATION

MARK WARNES

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I dedicate this thesis to my mother, Lily. I was the first in our family to go to university and she proudly attended both of my BA and MA graduations. She often said that she was only staying alive to attend my PhD graduation. Unfortunately, she was unable to do so. This is for you, mum.

My girlfriend, Clare Webber / Fazackerley / Firecracker started studying for her Doctor of Business Administration a year after I started my PhD. We have mutually supported each other throughout the process. She is my strength.

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ANGLIA RUSKIN UNIVERSITY ABSTRACT

ABSTRACT

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DOCTOR OF PHILOSOPHY

AN EXPLORATION OF THE POSSIBLE RELATIONSHIP BETWEEN REWARD AND RECOGNITION AND TEACHING EXCELLENCE IN HIGHER EDUCATION

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This study explores the nature and extent of any possible relationship between reward and recognition and teaching excellence. The first step was to operationalise the concept of teaching excellence. This was achieved by conducting a meta-analysis of attributes of excellence in previous studies in the literature. Thematic analysis resulted in a Model of Teaching Excellence, which was comprised of three Qualities of Excellence, each of which included three Characteristics of Excellence.

Using a multiple case study approach, the model was compared with lived experience of excellent teachers, defined as those who had been awarded either a National Teaching Fellowship or a University Teaching Fellowship. The result was that excellent teachers agreed with the Qualities and Characteristics of Excellence but disagreed with the proportions awarded to them. The Model was also compared with student evaluations of teaching excellence derived from the NSS and student-led award nominations. However, while students do value high quality teaching, their primary focus is on consistently delivered, high quality personal and academic support, by highly motivated and enthusiastic lecturers.

The relationship between reward and recognition and teaching excellence was explored by enquiring about the impact of receiving such an award on the awardee, their colleagues, their managers, and their students. The primary impact on recipients was affirmation, but even that was short-lived. For the majority of recipients, however, the award had no effect.

While some colleagues and managers were supportive, others were visibly hostile. The majority of colleagues, however, displayed no reaction. Crucially, Fellows stated categorically that they had not changed their practice as a consequence of receiving their award, and that their students were unaware that they had received an award for teaching excellence. The primary use of Teaching Fellowships is by universities to bolster institutional statistics to gain an edge in a competitive student-recruiting market.

Key Words: Reward and Recognition, Teaching Excellence, Social Constructionism, Thematic Analysis

Contents

Glossary of Acronyms

AAUP	American Association of University Professors
AL	Active Learning
AL&T	Anglia Learning & Teaching
ARU	Anglia Ruskin University
BA	Bachelor of Arts
BIS	Department for Business, Innovation and Skills
CAQDAS	Computer Assisted Qualitative Data Analysis Software
CATE	Collaborative Awards for Teaching Excellence
CETL	Centre for Excellence in Teaching and Learning
CIPFA	Chartered Institute of Public Finance Accountants
CPD	Continuing Professional Development
DBA	Doctor of Business Administration
DfES	Department for Education and Skills
DIUS	Department for Innovation, Universities and Skills
DLHE	Destinations of Leavers from Higher Education
F2F	Face to Face
FDTL	Fund for the Development of Teaching and Learning
HE	Higher Education
HEA	Higher Education Academy (now Advance HE)
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institution
HEPI	Higher Education Policy Institute
HESA	Higher Education Statistics Agency
HESDA	Higher Education Staff Development Agency
ICAEW	Institute of Chartered Accountants in England and Wales
ILTHE	Institute for Learning and Teaching in Higher Education
IMechE	Institution of Mechanical Engineers
IPD	Initial Professional Development
JOS	Jisc Online Survey
KIS	Key Information Statistics
KPI	Key Performance Indicator
LLUK	Lifelong Learning UK
LTA	Learning, Teaching and Assessment
LTPA	Learning and Teaching Project Award
LTSN	Learning and Teaching Support Network
MA	Master of Arts
MAC	Making Assessment Count

MEQ	Module Evaluation Questionnaire
MES	Module Evaluation Survey
NCIHE	National Committee of Inquiry into Higher Education
NSS	National Student Survey
NTF	National Teaching Fellow(ship)
NTFS	National Teaching Fellowship Scheme
NUD*IST	Non-numerical Unstructured Data Indexing, Searching and Theorizing
NUS	National Union of Students
OfS	Office for Students
PASS	Programme Assessment Strategies
PCF	Participant Consent Form
PDF	Portable Data Format (digital document type)
PGCertHE	Postgraduate Certificate in Higher Education (aka PGCert)
PGCAP	Postgraduate Certificate in Academic Practice
PhD	Doctor of Philosophy
PIS	Participant Information Sheet
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
QAA	Quality Assurance Agency
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SEDA	Staff and Educational Developers Association
SRA	Solicitors Regulation Authority
TEF	Teaching Excellence and Student Outcomes Framework
TELT	Technology Enhanced Learning and Teaching
TESTA	Transforming the Experiences of Students Through Assessment
THES	Times Higher Education Supplement
TLTP	Teaching and Learning Technology Programme
TQEF	Teaching Quality Enhancement Fund
UEA	University of East Anglia
UK	United Kingdom
UKPSF	UK Professional Standards Framework for Teaching and Supporting Learning
UKES	UK Engagement Survey
US	United States
UTF	University Teaching Fellow(ship)
UUK	Universities UK
VCA	Vice Chancellor’s Award
VLE	Virtual Learning Environment

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Chapter 1: Introduction

Introduction

This thesis details a mixed-methods research study as part requirement for the Doctor of Philosophy (PhD). The aim of this study was to determine if a relationship exists between reward and recognition and teaching excellence in higher education. The main research question asks whether teaching staff who receive reward and/or recognition for teaching excellence consequently increase the level of excellence in their teaching. To help with answering this question, three subsidiary questions were devised to explore how current definitions of the theoretical concept of 'teaching excellence' fit with the actual experience of teaching staff and their students; to identify what forms of 'reward and recognition' are administered and the criteria for selection of recipients; and to determine if there is a relationship between 'reward and recognition' and 'teaching excellence' and, if so, whether it is experienced evenly among recipients.

While studies exist detailing the impact of reward and recognition on awardees, the impact of these schemes on their colleagues, their managers, their students, and their institutions have not been explored. The contributions to knowledge derived from this study, therefore, are evaluations of the impact on these additional entities, plus the comparison of a theoretical model of teaching excellence with stakeholder perspectives.

I had always intended to study to PhD level. I was, therefore, pleasantly surprised when, at the end of my first year of undergraduate study in 1999, one of my sociology lecturers asked me what my PhD topic was going to be! This enquiry felt a little pre-emptive to say the least, especially bearing in mind my considerable imposter syndrome at that time (Sverdlik, Hall & McAlpine, 2020). In that year, I was headhunted into the Learning and Teaching Development Unit at my institution, and my research career began. This was both a blessing and a curse since, as a researcher, I was equally interested in every topic, and was unable to focus on a single topic.

In 2012, as part of an institutional drive to increase the proportion of academics with PhDs (to improve Corporate Excellence), my managers offered to fund my PhD through a fee-waiver scheme with one condition – that the topic was related to the work of the Unit. The chosen topic was to evaluate the impact of the various reward and recognition schemes administered by the Unit.

Although I had some experience with both teaching excellence (cf. Lilly & Warnes, 2012) and reward and recognition, from managing the Unit's Learning and Teaching Project Award scheme, I had no previous involvement in exploring the possible relationship between the two.

Topic and Aims

The topics of this study are 'reward and recognition' and 'teaching excellence'. The primary aim is to determine if a relationship exists between teaching excellence and the reward and recognition of teaching excellence. To achieve this aim, it was firstly necessary to understand the social construct that is teaching excellence. The process involved deriving a working definition of teaching excellence from the literature and measuring the extent to which the theoretical model reflected the way in which excellent teachers define excellence. Excellent teachers in this project are those who have received either a National Teaching Fellowship (NTF) (HEA, 2019) or a University Teaching Fellowship (UTF). Teachers are not the only stakeholders in teaching excellence, however, and consequently, the theoretical model is also critiqued against the ways in which students, and universities, define teaching excellence.

In addition, it was also necessary to determine whether the act of recognising and rewarding an excellent teacher has any impact on them, particularly by determining if they subsequently improve their practice and thus enhance the student experience. However, the relationship between reward and recognition and teaching excellence is not solely restricted to the awardee. Equally important is the impact of reward and recognition on other concerned parties. A further aim of the study, therefore, was to explore the impact of these schemes on recipients' colleagues, managers, students, and institutions.

Research Context

A great many publications exist on the topic of teaching excellence, most of which have been published since the *Dearing Report* (1997), in which the quality of teaching in the 'new universities' created in 1992 (DIUS, 1992) was called into question (Ingram, 2018). This led to the creation of a body which was given the task of ensuring satisfactory levels of teaching across the sector (then called the Institute for Learning and Teaching in Higher Education (ILTHE, usually known as ILT), later the Higher Education Academy (HEA), currently

Advance HE), and a training scheme for new teaching staff (the Postgraduate Certificate in Higher Education (PGCertHE), also known as the Postgraduate Certificate in Academic Practice (PGCap)). As widening participation (Labour Party, 2001) created a diverse student population, new forms of pedagogy were explored to address the homogenous needs of new cohorts. All of this has been researched, reviewed, and reported on extensively.

The notion of rewarding and recognising teaching excellence has become *de rigueur* in the HE sector. As part of the drive to increase the stature of teaching to that of research, and thus redress the traditional imbalance, which is particularly apt for post-92 'teaching' universities, reward and recognition schemes have become ubiquitous. At the same time, they are so deeply internalised in the fabric of the sector that they are almost unchallenged.

The literature contains a great deal of information on both teaching excellence and reward and recognition; however, in the course of the project, I encountered several gaps in the literature in relation to impact. Some papers dealt with the impact of receiving an award on the recipients (cf. Frame, Johnson & Rosie, 2006) and in this context, authors made minor references to impacts on other concerned parties. However, it was impossible to locate research which focused primarily or specifically in these areas. This research is important, therefore, as it sheds light on these under-researched areas.

When first planning this project in 2013, discussion of the Teaching Excellence and Student Outcomes Framework (TEF) was in its infancy, and the initial consultation process only closed in 2015 (BIS, 2015). The TEF is a controversial process that uses a small number of statistics drawn from existing sources to act as proxies for measuring teaching excellence. It was, and still is, hoped that the findings of this study will inform discussion about future developments of the TEF.

Terms and Scope

As noted above, the topic of this research is the concept of teaching excellence. The scope of the study does not extend to learning excellence. Speaking very broadly, teaching is what university teaching staff do, and learning is what university students do. It is perfectly possible, for example, to deliver the most excellent teaching to students who place little importance on, or put no effort into, their learning.

Grogan (2017) uses going to the gym as a metaphor for going to university, where, he explains, 'In the university-as-gym, it is the institutional job to provide good running

machines, good classes, and a wider facilitative environment in which the staff can intelligently steer members towards co-defined fitness goals' (2017: 63). Yet, Grogan continues,

> the burden of success does not lie solely with the gym and its staff, but also with its members. It is, emphatically, not the responsibility of the staff to exercise for their members; if, after missed training sessions and non-engagement with the self-directed diet and exercise plan, members were to complain that, despite being paying customers, they were neither thin nor fit, I should have to remind them of their side of the bargain (2017: 63)

In addition, this project only looks at individual awards for teaching excellence. Due to resource limitations, collaborative awards, such as the Collaborative Award for Teaching Excellence (CATE) (Advance HE, 2019a), do not fall under the scope of this study.

Methodology and Research Design

Epistemological and Ontological Position

Teaching excellence is as abstract a concept as truth, justice, and beauty (Cresswell, 2003). According to post-modern social constructionists such as Lyotard, Derrida, and Foucault, these concepts are contestable, and no single, concrete definition exists (Fairfield, 1994).

The model derived from the literature for the purpose of this study is based on my subjective interpretation of other theorists' subjective work. For me, therefore, truth is relative, at least in this context. I am also interested in interpreting the participants' opinions and experiences in their interviews. Nevertheless, despite taking an overwhelmingly interpretivist stance, I recognise the importance of taking a positivist stance where necessary (Bryman, 2004). One of the skills of a social science researcher is knowing when and how to adopt and adapt as necessary. Both paradigms have their strengths and weaknesses, and it is prudent to combine the two so that each can complement the other (Cousin, 2009).

Methods

In line with my epistemological and ontological position, I chose to adopt a qualitative methods approach to data collection (Creswell, 2003). The theoretical model derived from the literature underpins and informs discussions with excellent teachers and is also the focus

of critique from the perspectives of the students, and the institution. To counter possible accusations of institutional bias, information was gathered from the National Teaching Fellowship Scheme (NTFS) and three participating institutions (Rowley, 2002). Case studies (Neuman, 2014) were created for each of these containing secondary institutional data pertaining to teaching excellence awards, secondary data from the National Student Survey (NSS) and student-led awards, and interviews with recipients of teaching fellowships.

Research Questions

I devised the following questions to explore the possible relationship between reward and recognition and teaching excellence in higher education. The main question for this research is:

- Do teaching staff who receive reward and/or recognition for teaching excellence consequently increase the level of excellence in their teaching?

The main question is supported by the following Subsidiary Questions:

1. How do current definitions of the theoretical concept of ‘teaching excellence’ fit with the actual experience of teaching staff and their students?
2. What forms of ‘reward and recognition’ are administered and what are the criteria for selection of recipients?
3. Is there a relationship between ‘reward and recognition’ and ‘teaching excellence’ and, if so, is this experienced evenly among recipients?

The main question drives straight to the heart of this study: the nature and extent of the impact, if any, of rewarding and recognising excellent teachers on their practice. The subsidiary questions focus on topics that assist in answering the main question.

This study resulted in wider findings and implications than originally intended, thus impact is explored from additional points of view in addition to the recipient.

Findings

The findings of the study can be divided into two key areas: teaching excellence, and reward and recognition. My attempt to operationalise teaching excellence resulted in a Model of Teaching Excellence derived from a meta-analysis of the literature. This Model was subsequently adapted to reflect the perspectives of excellent teachers, students, and institutions. Thus, the Model is a robust depiction of teaching excellence, albeit with different foci depending on stakeholder perspective. The second substantive area is the purpose of reward and recognition schemes, and their impact on the recipient and the recipients' institution, managers, colleagues, and students.

The Model of Teaching Excellence

The Model contains three umbrella Qualities of Teaching Excellence: Professional, Personal, and Practical, which map onto stakeholder perspectives of teaching excellence: teachers see excellence as a product of professionalism, students see excellence as a product of the personal qualities of teaching staff, and the institution sees excellence as practical activities that can be quantitatively measured.

Excellent teachers agree with the topics but not the proportions. They reduced the proportion for scholarship and professionalism and correspondingly increased the proportion for student-centred teaching and pedagogy. Analysis of NSS scores shows that students do value high quality teaching. However, thematic analysis (Braun & Clark, 2006) of nominations for student-led awards (at one of the participating institutions) showed that students overwhelmingly relate excellence to teachers' personal qualities. Fellowships are awarded to individual members of staff in recognition of having achieved excellent practice. Findings show, however, that universities use the awards to reinforce institutional statistics to improve their chances of attracting students in a competitive student market.

Impact

Being recognised and rewarded for teaching excellence has no significant impact on recipients beyond affirmation. In addition, teachers are not motivated to become excellent to qualify for the award. Similarly, recipients' colleagues are not motivated to apply for an award simply because someone else has one. In fact, some colleagues engage in hostile behaviour towards recipients. Managers, overall, do not celebrate these awards, and instead, as noted above, use them for marketing and competition purposes only.

Most importantly, the student experience is unaffected by reward and recognition schemes. As they are retrospective, and awardees are unwilling to actively promote their awards, students are unaware that their teachers are, in fact, excellent. Nevertheless, they continue to experience excellent teaching.

Answering the Research Questions

Main Question: Excellent teachers do not increase their level of excellence because of being awarded a Teaching Fellowship, neither local nor national. Fellowships are awarded retrospectively to teachers who have already achieved excellence.

Sub-Question 1: The theoretical concept of 'teaching excellence' (as embodied in the Model) only partially fits with the actual experience of teaching staff or their students. The theoretical concept places a high priority on Scholarship and Professionalism, whereas teachers place a high priority on Teaching. Students place a high priority on lecturers' personal attributes such as enthusiasm and inspirational behaviour, along with academic and social support.

Sub-Question 2: Ultimately, I was only able to focus on one form of reward and recognition, Teaching Fellowships. The criteria for selection of recipients is subjective interpretation of applications supported by evidence of excellence in three areas.

Sub-Question 3: There is a relationship between 'reward and recognition' and 'teaching excellence', although the impact of the reward and recognition on the recipients is superficial and short-lived; the impact on half their managers is positive, while the remainder are unimpressed; the impact on their colleagues ranges from warm congratulations to apathy and even hostility; and there is no impact on the student experience. Unfortunately, this is, apart from minor individual and institutional differences, experienced evenly among recipients.

Addressing the Project Title

As the answer to sub-question 3 suggests, the research found a relationship between reward and recognition and teaching excellence. This relationship is, however, counter-intuitive, as the outcome of rewarding excellent teachers, which in theory should have a positive result, is, in some ways, quite negative. A note of confession, here, is that the original intention was to explore a range of reward and recognition schemes, however this

proved to be unviable. Instead, the scale and scope of the project was focused solely on teaching fellowships.

Statement of Original Contribution to Knowledge

Despite the wealth of extant literature about teaching excellence and reward and recognition, several gaps in the literature were identified.

Comparison of a literature-based Model of Teaching Excellence with the lived experience of excellent teachers

Although several reviews of teaching excellence literature have been published (cf. Little et al., 2007; Henard & Leprince-Ringuet, 2008; BIS, 2016a; Gunn & Fisk, 2013; Burroughs et al., 2019), none have developed a model of teaching excellence and compared this with the lived experience of excellent teachers. My comparison of a literature-based Model of Teaching Excellence with the lived experience of excellent teachers reveals that the literature is heavily biased toward scholarship at the expense of teaching.

Impact of Reward and Recognition Schemes

Although a great deal of literature focuses on developing the schemes themselves, some of which addressed the impact of the awards on the recipients, I was unable to locate any that evaluated the impact of reward and recognition schemes on recipients' colleagues, managers, and students.

Investigation showed that reward and recognition schemes have limited or no impact on the recipients; limited or no impact on their managers; limited, no, or toxic impact on their colleagues; and no impact whatsoever on their students.

Corporate Excellence

Findings also show that reward and recognition schemes benefit universities more than individual recipients as they fulfil the requirements of Corporate Excellence by providing Key Performance Indicators (KPIs) that, alongside league table positions, assist in the competitive HE sector.

My contribution to knowledge, therefore, is unique for:

- Developing a Model of Teaching Excellence based on the literature
    - Comparison of the Model with the lived experience of excellent teachers
    - Comparison and adaptation of the Model with the student perspective of teaching excellence
- Evaluating the impact of reward and recognition schemes on:
    - awardees
    - colleagues of awardees
    - managers of awardees
    - students of awardees
- Developing the concept of Corporate Excellence in Higher Education
    - Evaluating the use of reward and recognition schemes to enhance Corporate Excellence

Guide to the Chapters

In *Chapter 2: Literature Review*, I operationalise the concept of teaching excellence and ultimately develop a Model of Teaching Excellence. I then critique the Model through the lenses of the three major stakeholders in teaching excellence: the teachers, the students, and the institution. Context is then provided by a brief history of government policies and initiatives introduced to improve and enhance teaching excellence. I then explore reward and recognition as both a positive and negative extrinsic motivating force (Frey, 1997). Finally I review the various available forms of reward and recognition available in the HE sector, ultimately selecting teaching fellowships, both national (i.e. the National Teaching Fellowship Scheme (NTFS)) and institutional (i.e. University Teaching Fellowships (UTF)), as the focus of this study, as they are most closely associated with excellent teaching.

Chapter 3: Methodology and Research Design contains a description of my epistemological and ontological position, which is that a combination of both quantitative and qualitative methods is necessary to fully explore this topic, hence my selection of a mixed methods approach (Creswell, 2003). Although primarily qualitative in focus, quantitative data are used for both scene setting and context. Included is my defence of using case studies (Yin, 1984) to collate data from four separate sources: the NTFS, and UTFs from the participating universities. Each case study contains primary interview data, plus secondary institutional

data pertaining to criteria for teaching excellence, and, in the case of the participating institutions, data related to the student voice.

In *Chapter 4: Findings and Analysis*, I present the four case studies. Each case study is included as a discrete data set, including interview data, the criteria of excellence used by each institution, NSS scores for the participating institution, and thematic analysis of nominations for student-led awards at one of the institutions. The case studies are subsequently compared for similarities and differences.

I address the findings in *Chapter 5: Discussion*, by reviewing the purpose of reward and recognition schemes, and their impact on awardees, their colleagues, managers, and students. I also locate these and the observations of excellent teachers and their students in the literature. *Chapter 5: Discussion* also includes discussion of two teaching excellence-related topics, the TEF, and Teaching-Only Pathways, including recommendations for improving both.

I pull together the various strands explored in this thesis in *Chapter 6: Conclusion*, where the project and its findings are summarised. I also comment on the limitations of the research and offer suggestions for future research.

Chapter 2: Literature Review

Introduction

Over the course of the last two decades, the notion of teaching excellence has entered the milieu of higher education (HE). The *Further and Higher Education Act 1992* resulted in the expansion of HE to a wider range of students, and the introduction of the Widening Participation and Lifelong Learning agendas meant that the quality of teaching in universities began to be recognised as an important aspect of the student experience (Ingram, 2018). Where established universities had been judged solely on their research excellence, the incorporation of previously under-represented groups into the HE sphere created a situation in which teaching staff could no longer assume a homogenous student body of predominantly white, male, middle-class students with 'good' grades from 'good' schools that was comfortable with traditional forms of teaching delivery. In addition, the ranking of universities by newspapers, especially the Times and the Guardian, based upon, amongst other factors, data collected via instruments such as the National Student Survey (NSS), introduced a pseudo-market element into HE, in which prospective students could elect to select a university using a range of features beyond reputation (Surridge, 2009). This commodification of HE was sharpened further by the replacement of grants with loans, which had the effect of encouraging students to make decisions based on value for money.

The effects of these changes have, however, been unevenly experienced by universities and students alike. The hierarchy of UK HE institutions has been largely unaffected, with older, more established universities retaining their position as research-led, selecting institutions, and newer, post-92 universities (i.e. former polytechnics) acting as teaching-led, recruiting institutions that compete for students and the income they attract.

Regulatory and policy changes and institutions have been introduced to address concerns about the quality of university activities. Publication of the *Dearing Report* (1997) resulted in the requirement for new teaching staff to be trained[1], and the creation of a new professional body: the Higher Education Academy (HEA), now called Advance HE. The same year also saw the creation of the Quality Assurance Agency (QAA), an independent body tasked with ensuring parity of standards across the HE sector. In addition, various reward and recognition schemes have been introduced, which aim to enhance and disseminate good

[1] Post-graduate Certificate in Learning and Teaching (PGCert) also known as the Post-graduate Certificate in Academic Practice (PGCAP)

teaching and embed the concept of teaching excellence into the job of all university teaching staff.

The definition and measurement of teaching excellence remains, however, a highly contested area. Even where lists of attributes have been produced, the ability to distinguish between ‘competent’, ‘good’, ‘very good’, and ‘excellent’ remains problematic. Differences between institutions, faculties, subjects, departments, and particularly individuals, hamper the creation of an abstract theoretical concept of ‘excellence’ against which all teaching may be compared.

This chapter is divided into four sections. In Section 1, I describe the challenge of developing a working definition of teaching excellence from existing literature, for comparison against the lived experience of lecturers who have been identified as delivering teaching excellence. I also introduce the Model of Teaching Excellence that I developed from a meta-analysis of lists of characteristics of Teaching Excellence identified in the literature. In Section 2, I critique the three Qualities of Excellence in the Model from the perspective of key stakeholders in teaching excellence: the teachers, the university, and the students. In Section 3, I explore the history of policies and initiatives that have been introduced into the UK HE sector in an attempt to improve, measure, and/or recognise and reward teaching excellence. Finally, in Section 4, I describe the various forms of reward and recognition currently available to excellent teachers. I also locate the discussion of reward and recognition within the discourse of new managerialism (Morley, 1997).

Section 1: Teaching Excellence

Defining Teaching

Before tackling 'excellent' teaching, it is perhaps best to define teaching itself. Ramsden (1992) states that,

> 'Teaching'… in its broadest sense, to include 'the aims of the curriculum, the methods of transmitting the knowledge those aims embody, the assessment of students, and the evaluation of the effectiveness of the instruction with which they are provided' (1992: 9).

Norton et al. (2005) define teaching as:

- Teaching as imparting information
- Teaching as transmitting structured knowledge
- Teaching as an interaction between the teacher and the student
- Teaching as facilitating understanding on the part of the student
- Teaching as bringing about conceptual change and intellectual development in the student (2005: 540)

Teaching is not, however, delivered equally by all instances. Thus, a spectrum of teaching quality exists (see *Spectrum of Excellence* section below), at one end of which is teaching excellence.

Operationalising the Concept of Teaching Excellence

As Jenkins et al. (2003) pointed out, 'We have to recognize that the concepts and definitions of 'teaching' and 'research' are themselves problematic, as are how one might define or measure 'quality' teaching or 'quality' research' (2003: 10). In his 1974 philosophical novel, *Zen and the Art of Motorcycle Maintenance*, Pirsig explored the concept of Quality at length:

> Quality – you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, that is, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes poof! There's nothing to talk about. But if you can't say what Quality is, how do you know what it is, or how do you know that it even exists? If no one knows what it is, then for all practical purposes it doesn't exist at all. But for all practical purposes it really does exist. What else are the grades based on? Why else would people pay fortunes for some things and throw others in the trash pile? Obviously some things are better than others – but what's the 'betterness'? – So round and round you go,

> spinning mental wheels and nowhere finding anyplace to get traction. What the hell is Quality? What is it? (1974: 187-188).

Substitution of the word ‘excellence’ for the word ‘quality’ in the above quote illustrates the challenge faced in operationalising the concept of teaching excellence.

Many commentators have remarked upon the difficulties of constructing a concrete definition. Sachs (1994), for example, argues that ‘Discussions about the quality of higher education start from the premise that no single, workable ‘definition’ about quality is possible; that quality in higher education is not a definable concept’ (1994: 23). Similarly, referring to changing patterns of focus over time, Skelton (2003) points out that ‘It is important to recognise that ‘teaching excellence’ is a contested concept which is situationally and historically contingent’ (2003: 188). Reflecting the fluidity of excellence, the invitation for bids (Higher Education Funding Council for England (HEFCE), 2004) for funding for Centres for Excellence in Teaching and Learning (CETL),

> did not specify any criteria for excellence. It explicitly rejected the notion of there being an ‘absolute’ or ‘gold standard’ notion of excellence. Instead, institutions were ‘invited to define their own areas of excellence, evidenced by scholarly practice and a successful track record of excellence in teaching and learning outcomes (Gosling & Hannan, 2007: 636).

Little et al. (2007), in their review of the literature of teaching excellence for the HEA, note that ‘Much of the research literature reviewed seemed to take ‘excellent teaching’ to be synonymous with ‘effective teaching’ (which at least starts to make the connection between teaching and learning) (2007: 25). Young and Menon (2008) also note that,

> There are a number of unresolved issues in the definition and measurement of excellence in teaching. Some forms of excellence in teaching are harder to demonstrate. Excellence tends to be translated into innovation, and innovation often translated into electronic forms of teaching and learning. Not all excellence in teaching can be turned into a project. Not all excellent teachers are linked to CETLs; not all universities have CETLs (2008: 24)

However, as Hillier (2002) explains, while,

> ‘Excellence’ is a slippery concept which is used to reward certain practices in higher education, as a measure for possible future funding and is, in the consumer society, something increasingly expected by students who are paying personally for their education. Our evidence suggests excellence in teaching and learning is another example of a social constructed concept which is inherently problematic, but to fight shy of it is no more helpful than to straitjacket our practice with criteria (2002: 4)

It is certainly true that notions of teaching excellence exist primarily (although not exclusively) within a 'western' paradigm, and publications examining concepts beyond the UK, the US, Europe, and Australia are rare (e.g. China (cf. Chen et al., 2012; Pratt, 1991; 1992; Wong, 1995; Wong, 1996), India (cf. Watkins & Thomas, 1991), and the Philippines (cf. Watkins, 1992)).

Each lecturer, student, award committee, institution, funding body, and so on will have their own definition of 'excellence' when referring to teaching in HE. Definitions of excellence in teaching proliferate in the literature, sometimes competing but more frequently overlapping. Thus, despite a number of articles dealing with the concept of excellence in teaching there remains little agreement on an actual definition of what excellence actually is (cf. Bowker, 1965; Marsh, 1986; Feldman, 1987; Cashin, 1989; Boyer, 1990; Entwistle & Tait, 1990; Hativa et al., 1991; Harvey & Green, 1993; Kahn, 1993; Forsythe & Gandolfo, 1996; Ramsden & Martin, 1996; Healey & Gravestock, 1998; Smith, 2000; McLean, 2001; Little et al., 2007; Henard & Leprince-Ringuet, 2008; European Association for Quality Assurance, 2014; Wood & Su, 2017a; 2017b; 2019; Gurung et al., 2018; Su & Wood, 2019). A significant contributor to the discussion about teaching excellence is Graham Gibbs who, either solo or collaborative, published around 25 articles and reports on the subject from 1995 to 2008.

The fact that there is no unanimously agreed definition of teaching excellence means that it can be interpreted to suit the situation. The introduction of the Teaching Quality Enhancement Fund (TQEF) in 1999 by HEFCE is an example of this lack of clarity, suggesting that,

> To promote excellent teachers, institutions may need to use one or more of the following tactics:
>
> - specify the form of evidence to be used in making a case for excellence in teaching, such as a portfolio containing standardised student feedback over three years, external examiners' reports and so forth (1999: 35)

In 2007, Newman reported, that,

> A study of 30 different teaching award schemes by academics at the Oxford Learning Institute has found 12 different conceptions of teaching excellence in use. The authors cite widespread criticism of the way in which teaching awards are allocated in the UK, and say that if schemes are to develop credibility they will need to more

> clearly articulate valid models of teaching excellence on which they are based (2007: unpaged)

Despite this, a commonly agreed definition of teaching excellence has yet to emerge.

Prior to the expansion of the HE sector in 1992, the student body was broadly homogenous (i.e. predominantly white, male, middle-class, 18-year-olds, fresh from the Upper Sixth (Moore, 2017)). This homogeneity was mirrored in the lack of diversity displayed by university staff who were, and remain, predominantly 'male, pale, and stale' (Ali, 2016a). The notion of teaching excellence, therefore, was rarely commented on, since this setup represented the status quo that had existed in HE for centuries.

The introduction of widening participation in 1997 (see *Widening Participation* section below) differentiated the audience for HE, and dry chalk-and-talk lectures were no longer palatable to an increasingly diverse student population (cf. Sorcinelli & Davis, 1996). The expansion of the student body to include a diverse cohort meant that lecturers had to explore and introduce a wider range of teaching and assessment practices. This resulted in a renewed interest in pedagogy, including, for example, the *Interesting Ways to Teach* series by Gibbs and Habeshaw (cf. Gibbs, Habeshaw & Habeshaw, 1987; Gibbs, Habeshaw & Habeshaw, 1989; Habeshaw, Gibbs & Habeshaw, 1989; Gibbs & Habeshaw, 1992).

Clearly, then, the concept of teaching excellence was a challenge to operationalise. The first step in operationalising the concept of teaching excellence was to conduct a literature review to identify the characteristics of teaching excellence. To create a reading list, I started with references used by other authors. However, rather than using a traditional manual approach, I decided to use NVivo 12[2] to improve the efficiency of this process (Warnes, 2014a; 2014b; 2018a). Initially, I used Google to search for PDF (Portable Document Format: digital document type) versions of journal articles using the search string '*Reward Recognition Teaching Excellence Higher Education*'. I selected the first 80 articles with relevant titles from the 23 million search results. From these, I made a list of the 1,600 items in the reference lists, and, having deleted duplicates, I searched for more PDFs, both online and via the university library web site. This resulted in a collection of over 800 documents.

Having acquired the documents, I imported them into NVivo, which I used to search for those that contained the word 'excellence'. The frequency of occurrences of the word

[2] NVivo 12 is a software package designed to help researchers manage, organise, and search non-numeric data.

‘excellence’ in these 287 documents ranged from 1 to 361. Of these, 114 documents with a frequency of six or more references to ‘excellence’ were selected as the initial reading list. These PDFs were then read and coded and, although specifically coding for ‘characteristics of excellence’, to reduce later repetition, coding was applied for other themes related to the project. As a result, 129 codes were generated.

The theme ‘Characteristics of Excellence’ was applied 166 times across 38 documents. The resulting Node was subsequently exported as a Word document for editing. Eighteen of the 38 documents contained generic references to characteristics of excellence and the coded extracts from these articles were subsequently deleted. The extracts from the remaining 20 articles were edited to create a list of the 206 characteristics specified (see *Appendix A: Qualities and Characteristics of Excellence*).

The Model of Teaching Excellence

I used Thematic Analysis to derive a model of teaching excellence from the descriptions I had identified in previous studies. I used Braun and Clarke’s (2006) six-phase model to identify and code the themes:

> Phase 1: Familiarising yourself with your data
> Phase 2: Generating initial codes
> Phase 3: Searching for themes
> Phase 4: Reviewing themes
> Phase 5: Defining and naming themes
> Phase 6: Producing the report (2006: 16-23)

Immersion in the text by reading and re-reading the list several times assisted in the detection of patterns in the data and thus determine the themes into which the characteristics were to be coded (Kiger & Varpio, 2020). Some themes were resolved rapidly while others took more time to emerge from the text.

As themes were identified, new Nodes were created for each Characteristic (e.g. *pedagogy*, *assessment & feedback*, *scholarship/professionalism*, and so on). The list of items was examined several times and more items were added to the corresponding Node with each pass. Coding was, therefore, an iterative process in which the number of uncoded items decreased with successive iterations. The process of naming the themes involved a combination of *in vivo* coding (i.e. the literal terms used) and subject-related constructs

(Berg, 2009: 245). Consequently, I generated nine initial codes based on patterns in the data, which I labelled the Characteristics of Teaching Excellence (see Table 1).

Characteristic	No. of references
Scholarship / Professionalism	55
Pedagogy	36
Influence / Motivation	20
Pastoral	20
Personal Qualities	17
Reflection	17
Organisation	16
Student-centred Teaching	15
Assessment & Feedback	10
Total	**206**

Table 1: Characteristics of Teaching Excellence

I then grouped these initial codes (i.e. sub-categories), or Characteristics, into three overarching 'umbrella' qualities (i.e. core categories) of teaching excellence (Cousin, 2009), which I have named as the Qualities of Teaching Excellence (see Table 2).

Quality	*n*	%	Characteristic	*n*	%
Professional	87	42.2	Reflection	17	8.3
			Scholarship / Professionalism	55	26.7
			Student-centred Teaching	15	7.3
Practical	62	30.1	Assessment and Feedback	10	4.9
			Organisation	16	7.8
			Pedagogy	36	17.5
Personal	57	27.7	Personal Qualities	17	8.3
			Pastoral	20	9.7
			Influence / Motivation	20	9.7

Table 2: Qualities of Teaching Excellence

This table was then reimagined as a graphic model (see Figure 1).

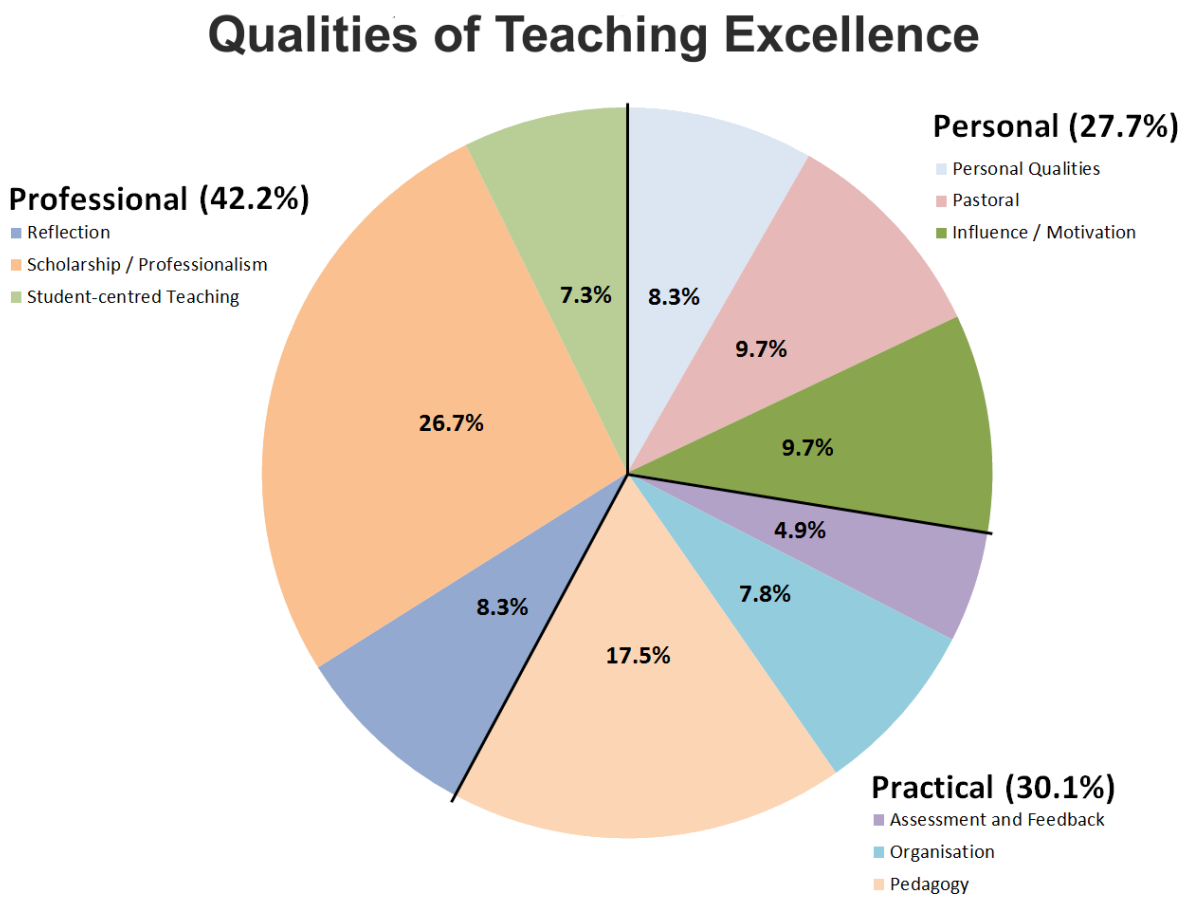


Figure 1: The Model of Teaching Excellence

Thus, this meta-analysis identified three key qualities of teaching practice that excellent practitioners possess: Professional Qualities; Practical Qualities; and Personal Qualities, each of which is comprised of three characteristics. According to the literature, then, the most important quality defining teaching excellence is Professionalism, with Practical Ability as the second-most important quality, and Personal Attributes as the third (Warnes, 2014c; 2014d; Warnes, Davis & Holley, 2016).

Tables 3, 4, and 5 contain illustrative comments for each of the Characteristics. These illustrative comments are included here to indicate the thinking behind the naming of the Characteristics (see *Appendix B: Coding the Characteristics of Excellence*).

Quality	Characteristic	Illustrative comments
Professional Quality	**Reflection**	• 'a reflective approach to teaching and the support of learning in order to sustain self-development' (National Teaching Fellowship Scheme (NTFS) criteria, in Hillier, 2002: 2) • 'Has a reflective attitude to teaching and learning' (Warren & Plumb, 1999: 252) • 'It shows the capacity to influence others and disseminate good practice by actively engaging in critical reflection on the process and outcomes of teaching and learning, leading to further development and continuous improvement' (HEFCE, 2004: 27) • 'systematically reflect upon their professional practice' (Thompson et al., 1998: 100)
	Scholarship / Professionalism	• 'a recognised commitment to the scholarship of both subject knowledge and learning and teaching' (NTFS, in Hillier, 2002: 2) • 'Command of the subject matter, including the incorporation in teaching of recent developments in the field of study' (Carrick Institute for Learning and Teaching in Higher Education, 2005 in Halse et al., 2007: 731) • 'incorporates sound subject knowledge, which is regularly updated in teaching, learning and assessment activities' (Gibbs & Habeshaw, 2003: 12) • 'candidates conduct their practices of teaching within well-reasoned, explicitly articulated philosophical and theoretical frameworks' (Meyer & Penna, 1996: 108)
	Student-centred Teaching	• 'fosters student-centredness in their approaches to learning and teaching' (Gibbs & Habeshaw, 2003: 12) • 'maintenance of high-quality student learning as the goal of teaching' (Thompson et al., 1998: 100) • 'Student-centred approach, shows concern for growth and development' (Chism, 2006: 592) • 'offering learners flexibility and choice' (Skelton, 2002: 10)

Table 3: Illustrative comments for the Professional Quality

Quality	Characteristic	Illustrative comments
Practical Quality	**Assessment and Feedback**	• 'Ability to assess student learning and to provide students with worthwhile feedback' (Dunkin & Precians, 1992: 485) • 'use of valid and appropriate assessment methods and the provision of high-quality feedback to students' (Thompson et al., 1998: 100) • 'establishes explicit learning outcomes for student learning' (Gibbs & Habeshaw, 2003: 12) • 'Gives effective feedback to students' (Warren & Plumb, 1999: 252)
	Organisation	• 'Ability to organise course material and present it cogently and engagingly' (Warren & Plumb, 1999: 252) • 'Organisation: The teacher's explanations were clear' (Gibbs & Coffey, 2004: 90) • 'Ability to organise course material and to present it cogently and imaginatively' (Carrick Institute for Learning and Teaching in Higher Education, 2005 in Halse et al., 2007: 731) • 'Possessing good organizational and administrative skills' (Collins & Palmer, 2004: 4)
	Pedagogy	• 'ability to choose and deploy learning approaches to meet diverse learning needs' (HEFCE, 2004: 28) • 'Adopts a rigorous and creative approach to curriculum development and course design' (Warren & Plumb, 1999: 252) • 'their teaching skills and processes' (Baker, 1995: 3) • 'valuing and making use of new technologies in teaching' (Skelton, 2002: 10)

Table 4: Illustrative comments for the Practical Quality

Quality	Characteristic	Illustrative comments
Personal Quality	**Personal Qualities**	• 'enthusiasm and vitality in learning and teaching, guidance of student research projects, participation in advising students' (Sorcinelli & Davis, 1996: 72) • 'Interacting with Students to Ensure Understanding and Learning' (Ballantyne, Bain & Packer, 1999: 248) • 'the personal attributes they brought to their teaching (e.g. enthusiasm, personality, being interesting, inspiring, humorous, etc.)' (Baker, 1995: 3) • 'Interest, enthusiasm and vitality in undertaking teaching and promoting student learning' (Dunkin & Precians, 1992: 485)
	Pastoral	• 'recognizing the importance of communication: knowing and valuing students and being available for them' (Skelton, 2002: 10) • 'their rapport with students' (Baker, 1995: 3) • 'Is sensitive to individual students' needs' (Warren & Plumb, 1999: 253) • 'understanding and addressing diversity of learning needs' (HEFCE, 2004: 28)
	Influence / Motivation	• 'ability to encourage intellectual interests in beginning students and to stimulate creative work in advanced students' (Sorcinelli & Davis, 1996: 72) • 'Students actively engaged in learning process – many sub-indicators suggested, e.g. Students concentrating, laughing, interacting, completing tasks, positive anticipation' (Collins & Palmer, 2004: 4) • 'the ability to arouse curiosity and to stimulate independent learning and the development of critical thought in students' (NTFS, in Hillier, 2002: 2) • 'Creating and Maintaining Student Interest' (Ballantyne, Bain & Packer, 1999: 244)

Table 5: Illustrative comments for the Personal Quality

Competence and the Spectrum of Excellence

A definition of teaching excellence cannot, however, be reduced to a simple list of attributes. The three primary qualities, and their associated characteristics, in the above model do not indicate the extent to which individual lecturers demonstrate them. It is theoretically possible to possess all the characteristics and still fall short of excellence. Similarly, possession of all but one of the characteristics cannot mean that a lecturer falls short of excellence. In this section, therefore, I explore the spectrum of excellence, and the related concepts of competence and capability.

Excellence is one end of a spectrum of competence (Prime Time Business, 2020) stretching from poor (or unsatisfactory, incompetent, incapable), through satisfactory (or acceptable,

competent, capable), and good (or expected, average), to very good (or outstanding), and, finally, excellent, if indeed these are acceptable terms to describe points on such a spectrum. A brief search of a thesaurus results in a plethora of alternate terms, almost any of which may be substituted at the preference of those compiling the scale. Even when acceptable terms have been determined, it remains to be seen whether they are equidistant or whether the distance between poor and satisfactory is the same as the distance between good and excellent.

The various spectra of excellence employed by the NTFS and the three participating institutions are compared in *Chapter 4: Findings and Analysis* and explored in *Chapter 5: Discussion*.

Ilott (1996) asserts that, competence, like excellence, 'remains a problematic term, easier to approve than define or, define in a way which gains consensual approval' (1996: 2). Lester (2014), however, describes competence as 'what a person is able to do' (2014: 2) but notes 'a major distinction can be made between models of competence that concern the attributes and abilities of individuals, and those that focus on the activities or functions that need to be performed competently' (2014: 2).

Similarly, Ennis (2008) defines competence as 'the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position' (2008: 4-5). In a work context, Ennis (2008) suggests that 'Simply stated, a competency model is a behavioral job description that must be defined by each occupational function and each job. Depending on the work and organizational environment, a group of 7 to 9 total competencies are usually required of a particular job and depicted in a competency model' (2008: 5).

Consequently, the job descriptions for Lecturer, Senior Lecturer, Principal Lecturer, for instance, are competency models, and the list of 'Responsibilities' are the group of competencies a post-holder must demonstrate to be regarded as competent, and the 'Requirements' are the qualifications, skills, and personal attributes a candidate must possess to illustrate their capability of competence. These latter characteristics are often listed in a 'Person Specification', and may be divided between 'Essential' and 'Desirable' (cf. Loughborough University, 2019; University of Bristol, 2019; University of Exeter, 2019; University of Reading, 2019a; University of Southampton, 2019; University of York, 2019).

The University of Cambridge (2019a) define capability as ‘an employee’s ability to perform the work expected of them to the required standards [and incapability as] where an employee is not performing the job to the standard required’ (2019a: 1).

While a propensity for avoiding negative feedback is not peculiar to academia (Lung, Su & Morris, 2001; Tata, 2002; Lewis, 2021), HEFCE (2005) reported ‘that academic staff are poor at giving negative feedback, and that underperformers are rarely dealt with effectively’ (2005: 67). HEFCE noted that universities preferred to reward good performance as an incentive to improve performance, with limited success. Underperformers are, however, primarily offered support, training, and mentoring during a monitoring period since, as the University of Cambridge (2019a) note, this is because ‘Very few employees choose to perform their work badly, make mistakes or fail to complete tasks’ (2019a: 1). However, the University of Cambridge also note that, where underperforming is ‘a deliberate failure on the part of the employee to perform to the standards of which they are capable (e.g. carelessness, negligence or lack of effort which is under the employee’s control)… the relevant Disciplinary procedure will be appropriate’ (2019a: 3).

As expected with large organisations, most universities have capability procedures (cf. Manchester Metropolitan University, 2019; Oxford Brookes University, 2019a; Ulster University, 2019). It is, however, as difficult to define incompetence as it is to define excellence.

The career path of lecturers follows a trajectory of competence. Early career lecturers may be unaware of their shortcomings. However, with reflection on student feedback and peer observation, and engagement with Initial Professional Development (IPD) and Continuing Professional Development (CPD), teaching staff should progress from Lecturer, to Senior Lecturer, to Principal lecturer, Reader, and Professor, albeit at different rates (jobs.ac.uk, 2019).

Teaching excellence acts as a driver underpinning development for lecturing staff, as it acts as goal to be attained through training and experience. However, a complex relationship exists between individual goals and institutional goals as defined in Corporate Plans, Learning, Teaching and Assessment Strategies, and the processes that recognise and reward these policies. Nevertheless, promotion at most universities remains primarily based on research excellence (O’Loughlin, MacPhail & Msetfi, 2015), as measured by the Research Excellence Framework (REF), and not on teaching excellence. As Frame, Johnson and Rosie (2006) noted ‘the actual practice for reward for teaching excellence

across the sector may need closer scrutiny. It also suggests that becoming a national teaching fellow as a form of reward is less valued than other forms of award achievement' (2006: 418).

The number of universities that offer career routes that include teaching to a greater or lesser extent has increased in recent years. At one end of the continuum, some universities offer a full career route to teaching-only academic, others require engagement in some form of research (including pedagogic), some expect parity between research and teaching, and others allow research staff to include some teaching in their promotion criteria (Warnes, 2016a). Teaching-only career pathways are based upon demonstrations of teaching excellence and are therefore closely related to this research. However, a full investigation of this topic is too extensive for this project. I do, however, return to this topic in *Chapter 5: Discussion* and *Chapter 6: Conclusion*.

Section Summary

In this opening section of the literature review, I have conducted a meta-analysis of studies containing lists of characteristics of teaching excellence. From this analysis I derived a Model of Teaching Excellence, which contains three Qualities of Teaching Excellence, each of which contains three Characteristics of Teaching Excellence. I have also placed excellence at one end of a spectrum of competence, the other end being incapability. I also note how academics progress, via engagement with CPD, from low levels of competence to high levels. In the next section, I critique each of the Qualities from the perspective of its associated stakeholder.

Section 2: Critique of the Model of Teaching Excellence

This section includes critiques of the Model from the partial perspectives of three stakeholders in teaching excellence, the Teacher, the Institution, and the Student, each of whom has vested interests in teaching excellence (Crano, 1983).

Stakeholders in Excellence

Henard and Leprince-Ringuet (2008) note how 'conceptions of quality teaching happen to be stakeholder relative: students, teachers or evaluation agencies do not share the definition of what 'good' teaching or 'good' teachers is' (2008: 4), but in this project 'evaluation agencies' are replaced by The Institution. Similarly, Wood and Su (2017b) argue that 'greater emphasis should be given in the debate to the plurality of stakeholders' perspectives in higher education and therefore that the dialogic space must be widened to become a multiple perspective debate on the matter of teaching excellence' (2017b: 1).

The interests of the stakeholders map on to the three Qualities of teaching excellence in the Model as follows:

- The Teacher
    - the Professional who explores pedagogy, and engages in CPD
- The Institution
    - primarily concerned with the Practical element, using Reward and Recognition schemes to develop Corporate Excellence (via Corporate Strategies, and Learning, Teaching and Assessment Strategies), to improve NSS scores, and move up through the League Tables
- The Student
    - focused on the Personal, as seen in the nominations for student-led awards

The Teacher

As stakeholders, lecturers view themselves as the embodiment of the Professional Quality of the Model, incorporating Scholarship and Professionalism, Reflective Practice, and Student-centred Teaching.

University lecturers see themselves primarily as scholars and professionals (Bitzer & de Jager, 2016). Scholars are described variously in the literature as academics who 'engage in scholarly inquiry into their own teaching practices' (Meyer & Penna, 1996: 108), who have 'Command of the subject matter, including the incorporation in teaching of recent developments in the field of study' (Halse et al., 2007: 731), demonstrate 'commitment to scholarship in learning and teaching' (Gibbs & Habeshaw, 2003: 12), and have an 'Interest in promoting the improvement of teaching through the development of innovative approaches and/or scholarship in teaching' (Dunkin & Precians, 1992: 485).

Reflective practice is a key element in developing excellent teaching (Dewey, 1933). The practice of reviewing each teaching session for strengths and weaknesses and making any necessary adjustments to improve practice for the next delivery is, or at least should be, part and parcel of all teaching practice. In this context, reflection acts as a form of action research, albeit less strategically oriented. As McMahon (2006) explains, 'Strategic action, then, is what distinguishes action research from the reflective practitioner model of teaching and learning' (2006: 168). Similarly, Warren and Plumb (1999) simply refer to having a 'reflective attitude to teaching and learning' (1999: 252).

According to HEFCE (2004), reflective practitioners are 'actively engaging in critical reflection on the process and outcomes of teaching and learning, leading to further development and continuous improvement' (2004: 27). Similarly, Thompson et al. (1998) describe excellent lecturers as those who 'systematically reflect upon their professional practice' (1998: 100).

The 1992 expansion of the HE sector introduced diversity into the student body and swept away all notion of heterogeneous cohorts. No longer could content be delivered in an undifferentiated manner to a conveyor belt of predominantly white, predominantly male, predominantly 18-year-old students (Moore, 2017). Instead, teaching had to be adapted for a conglomeration of learners, each of whom brought with them individual needs (Connell-Smith & Hubble, 2018). It was necessary, therefore, for institutions and lecturers to move forward from equality of opportunity, which brought the students into the institutions, to embrace equality of outcome through student-centred teaching. Postareff, Lindblom-Ylänne and Nevgi (2007), for example, describe student-centred teaching as being where,

> the focus is more on the students and their learning, rather than on teacher and his or her teaching. Teaching is interactive in a way that observes students' existing conceptions. Teaching is about facilitating students' learning: Students are encouraged to construct their own knowledge and understanding and to strive

> towards becoming an independent learner. A student-centred teacher tries to recognise students' differing needs and take these as the starting point, when planning the course. Furthermore, student-centred teachers have been found to use a wider repertoire of teaching methods, than teachers who adopt a teacher-centred approach to teaching (2007: 559)

Northedge (2003), however, warns that 'there are dangers in an uncritical embrace of student-centredness, if it undermines the role of the teacher, and undersells the immense contribution of the academy and academic knowledge' (2003: 170). Nevertheless, the introduction of fees into the UK HE sector has driven student demand for teaching that meets their needs more than that of the teachers.

The Institution

As a stakeholder, the Institution is primarily interested in the Practical Quality of the Model, incorporating Pedagogy, Assessment and Feedback, and Organisation. Bell and Brooks (2018), for example, note that universities,

> are interested in student satisfaction for two major reasons: firstly and positively, that it leads to greater retention and academic achievement by the students themselves; and secondly and more selfishly, good ratings of satisfaction lead to good public rankings, which enable universities to enhance their prestige, recruit the best students and fulfil their annual quota for new students (2018: 1119)

Public rankings such as League Tables are based on metrics, one of the most influential of which is the NSS. Four of the NSS Aspects of the Student Experience map neatly onto the Practical Qualities of the Model:

1. The teaching on my course	maps onto	Pedagogy
2. Learning opportunities	maps onto	Pedagogy
3. Assessment and feedback	maps onto	Assessment and feedback
5. Organisation and management	maps onto	Organisation

These Aspects have been the main drivers for institutional change. Wood and Su (2017a), for example, note 'the influence of ratings on institutional reputation and market standing' (2017a: 23). This use of excellence ratings to generate outward-facing metrics as part of a marketing drive to compete for students is a HE version of Corporate Excellence.

While the concept of Corporate Excellence is embedded in the business world (e.g. Business Worldwide, 2018), it is not a concept usually associated with Higher Education Institutions (HEIs). That said, Clegg and McAuley (2005) refer to,

> The "*Corporate*" HEI – this is the "well-managed" institution with a high emphasis on the capabilities of managers at every level in the organisation and in all aspects of the organisation's life. Typically there is a high emphasis on core purpose and vision, on issues of organisation design and structure and on strategic business planning, and that the HEI is *seen* to be aligned to issues of change in the environment through the use of conventional (tried-and-tested) techniques and models (2005: 5 [emphasis in original])

Universities, however, are corporations (Ingram, 2018: 155) and HEIs are primarily concerned with those elements of teaching excellence which can be measured and used as marketing devices, or, as Wood (2017) describes it, 'an excellence aligned with the marketing and advertising imperative, excellence as a unique selling point to gain competitive advantage in the HE market place' (2017: 51). This is particularly true of post-92 universities, which compete in a student recruitment market, and are therefore motivated to improve their League Table positions through the various metrics that are used to compile them. These metrics include student surveys such as the NSS, the United Kingdom Engagement Survey (UKES), and equivalents, plus institutional surveys such as Module Evaluation Questionnaires (MEQ). Other metrics such as the Key Information Set (KIS) include such data as the number of academics with doctorates, teaching qualifications such as the Post-graduate Certificate in Learning and Teaching (PGCert), and teaching awards including NTF, University Teaching Fellowships (UTF), and HEA Fellowships, particularly at Senior and Principal levels. These data are collected by HESA (2019) who record, amongst other items, the numbers of teaching staff with the following qualifications:

02 Recognised by the HEA as an Associate Fellow
03 Recognised by the HEA as a Fellow
04 Recognised by the HEA as a Senior Fellow
05 Recognised by the HEA as a Principal Fellow
06 Holder of a National Teaching Fellowship Scheme Individual Award (2019: unpaged).

Targets for achievement are set out in corporate strategies, which are underpinned by learning, teaching and assessment strategies (cf. Queen Mary University, London, 2010; Glasgow Caledonian University, 2013; University of Ulster, 2013; University of East Anglia, 2014; Anglia Ruskin University (ARU), 2011; 2012; 2015; University of Chichester, 2015).

Institutional policies and activities are subsequently created to maximise the number of staff who can fulfil these statistical priorities. Consequently, an institutional approach to teaching excellence, which focuses solely on collating statistics for external presentation under the guise of staff development, are examples of Corporate Excellence.

Gibbs (2008), for example, points out that 'there may be a mission statement or corporate goal (for example, improving student employability or retention) and the intention is that teaching effort is reoriented towards achieving this goal… What excellence means is defined by the corporate goal' (2008: 24). Similarly, Frame, Johnson and Rosie (2006) bemoan the fact that NTF winners must 'demonstrate considerable achievement in meeting corporate objectives, whether in their own institution or through other networks for promoting learning and teaching' (2006: 410). Similarly, Little et al. (2007) note how 'the term 'excellent' has kept only the loosest connection with notions of 'excelling'; rather, it is used to position an institution or an initiative in some real or imaginary league table' (2007: 9).

This interlinking of training, support, and reward and recognition schemes forms an integrated web of mechanisms focused on developing and enhancing teaching excellence. Corporate Excellence is the result of ''New managerialism' [which] has changed and will continue to change what universities do and how they do it; this is very clearly an ideological rather than simply a technical reform of higher education and one that is firmly based on interests concerning relations of power and dominance' (Deem & Brehony, 2005: 232). In this context, teaching excellence is intended to operate as a motivating factor. New Managerialism is explored in more depth in *Section 4: Reward and Recognition*.

In an article entitled, *Lectures don't work, but we keep using them*, Gibbs (2013) points out that,

> More than 700 studies have confirmed that lectures are less effective than a wide range of methods for achieving almost every educational goal you can think of. Even for the straightforward objective of transmitting factual information, they are no better than a host of alternatives, including private reading. Moreover, lectures inspire students less than other methods, and lead to less study afterwards (2013: unpaged)

This is true even when lectures are 'technologically enhanced' using slide presentation software. The colloquial phrase 'death by PowerPoint', for example, is used to describe having to listen to an uninspiring presenter reading out bullet points from PowerPoint slides in a dull monotone (Urban Dictionary, 2019). Harden (2008) points out that, although PowerPoint presentations are intended to enhance didactic teaching, 'The result sadly,

however, is often an unending stream of slides with bullet lists, animations that obscure rather than clarify the point and cartoons that distract rather than convey the message. Too often PowerPoint presentation 'elevates format over content' (2008: 833).

When Daniels et al. (2015) asked 208 students why they failed to attend lectures, they found that 'students highlighted boring lectures as the main reason for non-attendance… Students expect lecturers to elaborate on PowerPoint slides rather than simply reading out a list of bullet points for 50 minutes (i.e. 'death by PowerPoint')' (2015: 41). In addition, in many cases, lecture notes are provided in advance on a Virtual Learning Environment (VLE), particularly for students with dyslexia and other specific learning difficulties (UCL, 2017). However, Daniels et al. (2015) found that 'where lecturers do nothing more than read out PowerPoint slides that are available on the VLE then there is no point attending since nothing of value is added and [students] are better able to use the time in self-directed study' (2015: 41).

Although the lecture is unlikely to disappear altogether, many are gradually being replaced by various pedagogies described as Active Learning (AL). Often employing a 'flipped classroom' approach (where content is provided before the teaching session and then discussed in class) (Advance HE, 2017), AL frequently involves groups of students undertaking enquiry-based learning projects (Pratt-Adams, Richter & Warnes, 2020).

Of all the categories in the NSS, Assessment and Feedback has consistently attracted the lowest satisfaction scores (Williams & Kane, 2008). Institutions, therefore, have directed considerable resources to improving student satisfaction in this area. Several long-term initiatives designed to improve assessment and feedback practices were introduced including:

- Making Assessment Count (MAC) (2008-10) (University of Westminster, 2010)
- Transforming the Experiences of Students Through Assessment (TESTA) (2009-12) (Southampton Solent University, 2012)
- Programme Assessment Strategies (PASS) (2009-12) (University of Bradford, 2012)
- A Marked Improvement: Transforming assessment in higher education (2013) (Oxford Brookes University, 2012)
- Leading change in assessment and feedback: Case Examples and a guide to action (2013) (University of Edinburgh, 2013)

Implementation of these initiatives over a period of time achieved increases in NSS scores for Assessment and Feedback (Warnes, 2013).

The three questions relating to organisation and management in the NSS survey are:

15. The course is well organised and running smoothly.
16. The timetable works efficiently for me.
17. Any changes in the course or teaching have been communicated effectively.

In most universities, a course (also known as a program of study) is comprised of several modules delivered by a team of lecturers, each of whom specialises in their own area. The University of Cambridge (2019b), for example, offers '30 undergraduate courses at Cambridge covering more than 65 subject areas' ranging from *Anglo-Saxon, Norse, and Celtic*, to *Veterinary Medicine* (2019b, online [emphasis in the original]). Well-organised courses are planned across the three years of undergraduate study to develop students along their academic journey. A course should support students to develop from being primarily descriptive at Level 4 to becoming an independent, critical thinking, graduate by the end of Level 6 (Dean, Shubita & Claxton, 2020).

With courses competing for limited teaching spaces, timetabling is an extremely complex process that can take months to perfect, even with specialist software. Students are generally required to be available to attend lectures throughout the week, potentially from 8am to 6pm, yet in-class hours may be spread across the week, with some days having only one or two, often non-consecutive, hours of study. However, while these arrangements suit the university, they are not always student friendly. Several factors exist that prevent many students from being able to attend between these hours. Daniels et al. (2015), for example, argue that 'Timetabling is an issue that intersects with employment, childcare, and commuting in to university… more accessible timetabling – such as consolidating sessions to full days – would make it easier for parents to attend, and for working students to arrange employment' (2015: 44).

Universities often have an Attendance Policy, which sets out student responsibilities along with the penalties associated with failure to comply. In addition, attendance is usually monitored either manually, via registers, or electronically using 'tap-in' systems where students register their attendance in a manner similar to contactless payment cards (Daniels et al., 2015). Institutions that are unable, or unwilling, to offer arrangements that suit the restrictions faced by an increasingly diverse student body, may attain lower student satisfaction scores as a result.

The Student

For most students, the primary interface they have with the university, apart from occasional administrative issues, is their classroom experience. From the student perspective, teaching excellence must be almost entirely based around these encounters, and their interactions with teaching staff both inside and outside the classroom.

As stakeholders, students treat the Professional and Practical elements of the Model as the default setting for a university lecturer. The very fact that someone is a university lecturer implies that they undertake the necessary activities to be considered a professional lecturer, and that they are capable of effectively organising a course / module / lecture, and all the associated undertakings such as marking, and so on (Su & Wood, 2012). These forms of teaching excellence are only noticed by students when they are missing.

From the student perspective, then, an excellent teacher is, primarily, someone who meets the Personal Qualities of the Model, incorporating Personal Qualities, Influence and Motivation, and Pastoral activities. This section also includes related aspects of the student experience including Students as Consumers (Peters, Jandrić & Hayes, 2018), the effect of Environmental Factors on student satisfaction (Yang, Becerik-Gerber & Minoc, 2013), the view that Student Evaluations are types of Popularity Contests (Spooren, Mortelmans & Thijssen, 2012), and the various types of Response Style used when completing questionnaires (Clarke, 2000).

Personal qualities include, for example, ‘enthusiasm, personality, being interesting, inspiring, humorous, etc. [and] their rapport with students’ (Baker, 1995: 3). Enthusiasm, in fact, was referred to by ten of the 28 sources used in the development of the Model. Su and Wood (2012) also list ‘Some essential skills, which students believe will contribute to making a good lecturer, include clear communication, good use of educational technologies, a sense of humour, [and the] ability to engage students in the session’ (2012: 148).

The enthusiastic presentation of subject material is a significant element in the performative aspect of teaching. While some lecturers may possess the necessary charisma to enchant a classroom full of students, other lecturers, who may be equally good at teaching, lack such dramatic skills. McFarlane (2007), for example, refers to ‘teachers replicating the skills and attributes of the accomplished actor through dress, voice projection, body language, use of props, memorising a script and convincing the audience that they are genuinely passionate and knowledgeable about their subject’ (2007: 49).

Such performance skills are not often taught, or easily acquired, although McFarlane (2007) recommends the 'use of actors in educational and training provision for teachers and university lecturers' (2007: 49). Similarly, Thom (2019) has offered workshops in 'stagecraft as CPD for academics: 1) Train your voice for teaching; 2) Using dramaturgy to design seminars and lectures; 3) Stagecraft for performance in academia; and 4) Creating an academic persona' (2019: 19).

An excellent teacher, according to the Model, has the 'ability to encourage intellectual interests in beginning students and to stimulate creative work in advanced students' (Sorcinelli & Davis, 1996: 72). They are able 'to arouse curiosity, and to stimulate independent learning and the development of critical thought' (Hillier, 2002: 2), and can motivate 'students to engage with their subjects and to think deeply about them' (Thompson et al., 1998: 100).

Forrester et al. (2005) distinguish between three types of tutor support:

> Academic support comprises for example, study skills, providing feedback, answering queries etc. Technical support involves guiding students in the use of course-related tools (e.g. accessing the online library catalogue and e-journals, using databases and online forums). *Pastoral support is the provision of emotional and moral support to students* (2005: 303 [emphasis added])

Students expect to be treated as people. At the very least, students expect their lecturers to know their names (Glenz, 2014), although this can prove a challenge for teachers of large cohorts. Students expect to be treated in a supportive way, and for lecturers to listen to the issues they may have in their personal lives as well as their academic lives. This is particularly true for students who are 'at risk' of abandoning their studies. McChlery and Wilkie (2009) list 'Numerous categories [that] have been advocated to identify students at-risk: those in transition from other forms of education, students entering education through widening access routes, poor attenders, those entering through clearing, and those with personal problems [and recommend] appropriate advisers to support these students in their development and retention' (2009: 24). While it may not always be appropriate in all cases and for all staff members, McChlery and Wilkie (2009) note that 'most of such students did not seek assistance within the university's counselling services' (2009: 25). This, they argue, is because 'the effectiveness of student advising is weakened where responsibility is absolved away from academic staff to the centre, which is often impersonal to the student and exacerbated when at-risk students shun the confrontation of problems' (2009: 25).

Furthermore, Pastoral Support is frequently seen as part of a deficit model, in which support is only available for students who are having difficulties, for one reason or another (Hayes, 2018; Clifford, 2019). Nevertheless, in order to foster a sense of belonging, pastoral support, in its widest sense, means that the relationship that students develop with their tutor, acts as a proxy for the relationship with the institution (Yale, 2017).

Since the introduction of fees, the concept of the 'Student as Consumer' (Molesworth, Scullion & Nixon, 2011) has been a topic of some debate (Peters, Jandrić & Hayes, 2018). Ramsden (2008), for instance, notes that 'There is a risk of creating a self-fulfilling prophecy that today's students are 'more demanding consumers' in relation to the quality of teaching. [And that] They are more likely to complain if the support services they encounter are inadequate or do not compare to their equivalents outside higher education' (2008: 3). In an analysis of submissions by students from 14 institutions across the sector, the QAA noted, for example, 'students adopted a consumerist approach to education which focused on value for money. Students applied a simple calculation: [the then student loan amount] £3,000 divided by the number of tutor contact hours' (2013: 17).

Research by Bunce, Baird and Jones (2016) supports the view that 'students who view themselves as consumers are less likely to be involved in their education and more likely to view themselves as entitled to receive positive academic outcomes' (2016: 13). Similarly, Naidoo and Jamieson (2005) refer to 'a growing culture of 'entitlement' through which students perceive educational success as a right' (2005: 272), and argue that 'Consistent with this mentality is a loss of responsibility for their learning and a resistance to engaging in education as a process rather than a purchasable product that is simply appropriated' (2005: 272-274). These findings suggest that this type of student is unlikely to respond to excellent teaching.

Conversely, Russell Group institutions see 'students becoming active participants in the production of knowledge, rather than passive recipients or consumers' (The Russell Group, 2014: 29). Nevertheless, while financially strategic students do exist, student satisfaction is affected by a wide range of experiences, of which fees is only one.

Another set of factors that influence student satisfaction are environmental factors (Herzberg, 2003). As Wilson and Cotgrave (2016) point out,

> There are numerous features within the physical learning environments that have been recognised as playing a significant role in student's satisfaction. There are environmental factors, such as, lighting, ventilation and temperature. The colour schemes, comfort of seating, and a new wave of literature on flexibility of space is noted to influence student's satisfaction. There are also factors that need to be considered in the general design of university buildings, such as, durability, accessibility, safety and spaciousness to avoid overcrowding (2016: 259-260)

Thus, uncomfortable seating, room temperatures that are too hot or too cold, building work on campus, overcrowded classrooms, and other extraneous factors not related to the quality of the teaching (Yang, Becerik-Gerber & Minoc, 2013) can affect student satisfaction ratings in surveys such as the NSS.

Student evaluations are also hampered by other factors, one of which is students using them as popularity contests. This is a serious issue in the US, for example, where promotion (i.e. tenure) is based in part on student satisfaction (Emery, Kramer & Tian, 2003). As Flaherty (2018) points out,

> Research is reviewed in a rigorous manner, by expert peers. Yet teaching is often reviewed only or mostly by pedagogical non-experts: students. There's also mounting evidence of bias in student evaluations of teaching, or SETs – against female and minority instructors in particular. And teacher ratings aren't necessarily correlated with learning outcomes (2018: unpaged)

Peterson et al. (2019), for example, notes how 'research shows that gender bias is approximately 0.50 points on a five-point scale… [and that] Male students may be more likely to harbor biases against female instructors' (2019: unpaged). Similarly, Mitchell (2018) found that 'a male professor was more likely to receive comments about his qualification and competence, and that refer to him as 'professor'… [but] a female professor was more likely to receive comments that mention her personality and her appearance, and that refer to her as a 'teacher'' (2018: unpaged).

In addition, Tucker (2014) notes how 'A plethora of literature has been published about students' rating systems, student evaluation instruments (focusing on their dimensionality, reliability, validity and usefulness), the dimensions of teaching effectiveness, student and teacher bias in questionnaire responses and the identification of excellent teaching and teachers' (2014: 348). Furthermore, 'Despite the frequency of positive comments, student feedback continues to be a source of anxiety for some academics especially when they perceive the comments are unjustified, not constructive or cruel… irrelevant statements and hurtful remarks… [not to mention] the legal issues that potentially may be associated with student comments including: defamation; breach of duty of care, trust and confidence; and

breach of right to privacy' (Tucker, 2014: 349). In addition, student comments, if used improperly may result in the dismissal of academics or may, at worst, harm their reputation' (ibid.: 349).

Crossley (2015), however, disagrees, noting that 'student feedback data shows strong student evaluations correlate well with other indicators of teaching excellence, such as peer evaluations and institutional or government teaching awards' (2015: unpaged).

Student satisfaction is primarily, although not exclusively, measured using Likert-type scales. As McLeod (2008) explains, 'Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert Scale… [and that] quantitative data is obtained, which means that the data can be analysed with relative ease' (2008: unpaged).

The NSS, for instance, uses a 5-point Likert scale for each of its questions, which are then aggregated into two groups: agree and disagree. One significant disadvantage with this approach is that Likert scales are sensitive to various types of responder, such as Extreme Responders, Conscientious Responders, and Random Responders (Marjanovic et al., 2014). The natural expectation is that everyone who completes a Likert scale is a Conscientious Responder, who is someone who will 'respond conscientiously and thereby infuse their responses with meaning' (Marjanovic et al., 2014: 1). Unfortunately, not all respondents take this approach. Extreme responders, according to Batchelor and Miao (2016), have a 'tendency to prefer responding using extreme endpoints on rating scales' (2016: 51).

Marjanovic et al. (2014) note that 'Random responders answer items without regard for what they mean' (2014: 1). To make matters worse, 'Some individuals, for example, purposefully distort their responses to be perceived more positively or negatively than they really are' (Marjanovic et al., 2014: 1), thus rendering their responses useless. Similarly, Tellis and Chandrasekaran (2010) refer to three respondent tendencies: 'to over-report favorable attitudes and under-report unfavorable attitudes… to agree with survey items or respond positively to questions irrespective of content… [and] to answer all questions negatively, irrespective of content' (2010: 3).

It is reasonable to conclude that any group of responders will include a mix of these various types of respondent. Thus, any results derived from Likert-type student satisfaction surveys, such as the NSS, should be interpreted accordingly.

Section Summary

The Model of Teaching Excellence, derived from a meta-analysis of lists of characteristics of excellent teaching in the literature, contains three overarching Qualities of Teaching Excellence. Each of these Qualities map onto the primary interests of the three major stakeholders in teaching excellence. Accordingly, excellent teachers view themselves as Professionals, institutions focus on the easily measurable Practical aspects of teaching, and students, who assume both the Professional and Practical elements as the default state of university lecturers, are primarily focused on the Personal elements of their relationship with their lecturers.

This general and simplistic division, however, masks the complex interweaving of the various elements of teaching excellence. Students *do care* about the quality of teaching, institutions *are* interested in developing professional scholars, and teachers *are* conscious of all aspects of HE in the twenty-first century. One of the purposes of this project is to explore the extent to which the Model reflects the lived experience of excellent teachers, and this is explored in *Chapter 4: Findings and Analysis* and *Chapter 5: Discussion*.

Section 3: History of Teaching Excellence Policies and Initiatives

Introduction

Most of us just assumed that learning was an automatic, inevitable outcome of good teaching, and so we focused on developing our teaching skills (Weimer, 2002: xi).

As the above quote suggests, the concept of teacher-centred teaching has dominated thinking about how best to deliver teaching. In 2015, University College, Roosevelt, and Harvard University, delivered a seminar entitled, *Excellent Learning through Teaching Excellence*, in which teachers would learn to develop excellence, implying that all students need to do to become excellent learners is attend classes led by excellent teachers. An attitude that excellent attendance equals excellent learning also remains pervasive in the UK where the history of HE has been, at least since 1997, the subject of many policies and initiatives designed to improve the quality of teaching.

This section of the literature review examines some of the most significant policies and initiatives and comments on their impact. Included at the end of the section is a brief review of some *Objections to Teaching Excellence*.

Further and Higher Education Act (1992)

Introduced by the Department for Innovation, Universities and Skills (DIUS), the key developments of the *Further and Higher Education Act 1992* were to replace the existing funding councils (i.e. Universities Funding Council and the Polytechnics and Colleges Funding Council) with the Higher Education Funding Council for England (HEFCE) and Wales (HEFCW), and the reclassification of 35 polytechnics as universities. The new funding bodies were also required to create a 'Quality Assessment Committee' to monitor the quality of education provided by institutions. The newly designated institutions would also be allowed to use the word 'University' in their title (DIUS, 1992).

The 1992 expansion resulted in a split in the HE sector between older, established, research-led universities and the new, teaching-led universities, and, as Ratcliffe (2017) points out,

> The 'former polytechnic' tag is hard to shake… even though we now have whole cohorts of graduates which were born after 1992, even though the 'post-1992' universities have now all been universities for longer than they were polytechnics...

> 'Prestige' is less easy to establish, however good the reputation of a university can be (2017: unpaged)

The Dearing Report (1997)

Within five years of the introduction of this two-tier system, the government commissioned a review of the HE sector, including recommendations for enhancing the quality of teaching. As Ingram (2018) notes, 'existing universities were not before 1992 subject to any external quality regime' for their teaching quality' (2018: 145). Published in 1997, the National Committee of Inquiry into Higher Education (NCIHE) report, *Higher Education for A Learning Society (The Dearing Report)*, was one of the key drivers in the introduction of the pursuit of teaching excellence in the UK. Recommendations 13, 14 and 48 of the report introduced the concept of training for teaching in HE, and accreditation by a professional institution to guarantee consistency across the sector:

> 13. We recommend that institutions of higher education begin immediately to develop or seek access to programmes for teacher training of their staff, if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute for Learning and Teaching in Higher Education.
>
> 14. We recommend that the representative bodies, in consultation with the Funding Bodies, should immediately establish a professional Institute for Learning and Teaching in Higher Education. The functions of the Institute would be to accredit programmes of training for higher education teachers; to commission research and development in learning and teaching practices; and to stimulate innovation (1997: 371)

And,

> 48. We recommend to institutions that, over the medium term, it should become the normal requirement that all new full-time academic staff with teaching responsibilities are required to achieve at least associate membership of the Institute for Learning and Teaching in Higher Education, for the successful completion of probation (1997: 376)

Also published in 1997 was the (New) Labour Party Manifesto, in which Prime Minister Tony Blair promised to make good on his promise of 'education, education, education'. Blair (2001) repeated this commitment in his education speech on 23 May 2001, in which he also stated that 'We believe there is no greater ambition for Britain than to see a steadily rising proportion gain the huge benefits of a university education as school standards rise, meeting our goal of 50% of young adults progressing to higher education by 2010' (2001: unpaged). This was backed up by a commitment in the 2001 Manifesto that 'Over the next three years, we will continue to expand student numbers, taking us towards our 50 per cent target' (2001,

online). This target was finally reached in the 2017-18 academic year (Coughlan, 2019: unpaged).

In time, this mission towards increasing the number of students in HE came to be known as Widening Participation (Higher Education Consultancy Group and the National Centre for Social Research, 2011). This meant that a new raft of teaching methods was required to address the increasing diversity of the student population, which now included non-traditional entrants. Some universities, however, are still failing to keep pace with Widening Participation and diversity issues (Weale, 2019: unpaged).

Prior to the publication of the Dearing Report, simply possessing a Bachelor's degree was considered sufficient qualification for becoming a university lecturer. One possible reason for this is provided by Robson (2006) who suggests that 'the assumption has been (and in many quarters is still) that if I know my subject, I can, by definition teach it to others' (2006: 14). The practice of expecting new lecturers to undertake a PGCert is now widespread across the sector, with most UK universities requiring new teaching staff to become members of the HEA (Robson, 2006), which usually requires them to engage with IPD in the form of a PGCert, either prior to employment or as a required component of a probationary period (2006: 30).

Although Richardson (2005) suggests that 'There is also little evidence that conceptions of teaching change as a result of formal training' (2005: 677), Gibbs and Coffey (2004) investigated the effectiveness, in terms of measurable changes in lecturer attitudes and student learning, of IPD for new teachers in HE. Using a set of questionnaires, supported by interviews, they found that,

> Training can increase the extent to which teachers adopt a Student Focus… Without the support of training, teachers may move in the opposite direction and reduce the extent to which they adopt a Student Focus…
>
> Training can improve a number of aspects of teachers' teaching, as judged by students... Without the support of training, changes may be insignificant or negative…
>
> Training can change teachers such that their students improve their learning… Without the support of training no such positive change in student learning is evident (2004: 13)

Similarly, Rust (2000) found that IPD had effects on course participants, and 'In almost all cases behavioural change has been achieved' (2000: 260). Some of these changes were immediately obvious while other effects were latent and 'may be more obvious to the course

participant later, looking back, and this raises questions about when may the best time to evaluate such courses' (2000: 260). Brand (2007) refers to this as 'delayed and banking effects' (2007: 13).

While the above findings suggest that IPD does have some impact on the effectiveness of new entrant teachers in HE, Hardy and Smith (2006) suggest that many academics feel that 'engaging with a formal course of study was often little more than an exercise in being seen to comply with centrally imposed strictures [and that an] emphasis upon improving efficiency… forces academics to focus more heavily upon research and upon managing such income generation, to the detriment of teaching' (2006: 13). Hardy and Smith's (2006) findings reflect the content of the job advertisements in which the possession of a formal teaching qualification is absent, and the focus is upon publication history and income generation. One possible reason for this absence of the requirement to demonstrate teaching competence may be, as noted above, that the teaching standards do not yet 'command confidence across the sector'. Alternatively, as Hardy and Smith (2006) suggest, it could be that academics still regard teaching as a necessary evil rather than a key element in their role. Academics' negative attitude towards teaching may, however, be restricted to certain groups of universities since, as Prosser et al. (2006) point out, 'participants in… post-1992 HEIs perceive[d] the [PGCert] programmes more positively than in the others, and with more positive outcomes' (2006: 4).

The effectiveness of PGCerts in preparing new teaching staff for their duties was also challenged by Knight (2006) and Warnes (2008), whose findings suggest that 'Learning to teach in higher education is informed primarily by 'simply doing the job' and by informal means and less by formal methods' (Warnes, 2008: 4).

Teaching Quality Enhancement Fund (1999)

HEFCE (1999) introduced the Teaching Quality Enhancement Fund (TQEF) following a consultation exercise and noted that 'Although there is wide support for our learning and teaching strategy, there is a perceived tension between encouraging the sector as a whole to enhance learning and teaching - which is widely supported - and the selective approach of rewarding those institutions which can demonstrate high quality' (1999: para. 12).

As a result, the TQEF funding mechanisms were designed to,

> ensure a link between high quality and funding, we will place greater emphasis on the development and enhancement of learning and teaching. Further, to increase the profile and status of learning and teaching across the sector as a whole, we will introduce approaches to funding which will include all institutions (1999: para. 13)

The TQEF ran from 1999 to 2005 and invested £181 million across 'three strands of developmental work to enhance learning and teaching in higher education: institutional, academic subjects/disciplines, and individual' (HECG & CHEMS, 2005: 3).

The institutional strand required institutions to produce Learning and Teaching Strategies as a basis for attracting funding for developmental activities. The academic subject strand saw the consolidation of the 'previously separate [Fund for the Development of Teaching and Learning] FDTL and [Teaching and Learning Technology Programme] TLTP initiatives' (HEFCE, 1999: para. 26) and resulted in the creation of the Learning Teaching Subject Network (LTSN), while the individual strand was delivered through the NTFS (HECG & CHEMS, 2005: 3).

The evaluation by HEFCE of the impact of the TQEF found that the institutional strand had provided significant benefits in the development of learning and teaching activities (HECG & CHEMS, 2005: 5). Despite noting that much of the positive response had come from educational developers who naturally had a vested interest, HEFCE pointed out that 'many of those interviewed hold senior institutional positions and have a sound understanding of the realities of both quality enhancement and institutional funding' (2005: 5). Indeed, such was the support for the unit at my own university that, even after the TQEF funding had ended, faculties agreed to fund the unit from their own budgets. Conversely, Gosling (2004) suggested that the TQEF had little impact in some, primarily post-92, institutions who simply adjusted existing practices to meet the new criteria. Nicholls (2005) went further and suggested that 'the Teaching Quality Enhancement Fund (TQEF)… focused attention on the nature and quality of teaching and learning in universities but did not link funding to 'teaching excellence'' (2005: 612).

Learning and Teaching Subject Network (2000)

The Learning and Teaching Subject Network (LTSN) was designed to provide 'the infrastructure for the effective transfer of existing experience, good practices and innovation in learning and teaching through a subject-based support network… [and consisted of] a

new broad-based programme of [24] subject centres to act as comprehensive one-stop shops and information gateways to support learning and teaching' (HEFCE, 1999: para. 28).

While Gibbs and Habeshaw (2003) acknowledged the role of the LTSN in providing opportunities for 'outstanding teachers to build a national and scholarly profile' (2003: 11), the impact of the LTSN was uneven across the sector with post-1992 HEIs having greater involvement with them than older, more established universities (HECG & CHEMS, 2005: 5). This again marks the distinction between research-led universities and teaching-led universities that emerged following the 1992 expansion of the sector, and the formation of the Russell Group in 1994.

Nevertheless, despite a slow start (Hartley, 2003), such was the success of the LTSN initiative that over 180 academics signed a letter of protest at the decision by the HEA to end the scheme (Attwood, 2010).

National Teaching Fellowship Scheme (2000)

The HEA noted that the impact of the NTFS was focused more on individuals than institutions or the sector 'in terms of raising the status [as teachers] of the majority of academics who have won a fellowship' (HECG & CHEMS, 2005: 7). Skelton (2002), however, noted that in research-led institutions, an NTFS award was frequently regarded as a ''poisoned chalice' as it took them away from their substantive research interests' (2002: 3), since promotion remains largely based upon research excellence rather than teaching excellence.

The HEA also commented on the duality of the NTFS award, suggesting that it was difficult to determine whether 'it acts as a prize that recognises past performance or a grant that supports future excellence' (HECG & CHEMS, 2005: 7). A perverse outcome of the NTFS, therefore, was that, while the recognition was for teaching excellence, the reward element was funding to conduct research, thus removing the recipient from the task for which the award was originally made. As Austen et al. (2018) explained,

> As the first teaching excellence award to offer a financial sum, the incentive was used to reward past experience and *to develop research-based project work*. Applicants were required to outline spending intentions in their application. More recently, all NTFS award monies are able to be freely spent on the individual's personal and professional development (2018: 24 [emphasis added])

Along with UTF schemes, the NTFS is examined in more depth below in the section *Purpose of Teaching Fellowship Schemes.*

However, where the NTFS originally focused on recognising individuals who had creatively developed innovative pedagogies, this was ultimately reduced to a tick-box exercise. As Wood (2017) notes, one shift in the narrative of teaching excellence,

> was the 'codification' of excellence into lists which need to be met to allow an applicant to be publicly identified as 'excellent'. Examples of this shift include the HEA Fellowships system and university teaching awards which demand academics show their expertise against a set of competences; these narratives increasingly need to be supported by examples of qualitative data, to prove that academics have reached a required outcome level (2017: 50)

White Paper: The Future of Higher Education (2003)

In 2003, the Department for Education and Skills (DfES) published the white paper *The Future of Higher Education*, Chapter 4 of which was entitled, *Teaching and learning – delivering excellence*. Some of the key points and proposals it includes are:

- Student choice will increasingly work to drive up quality, supported by much better information. A comprehensive survey of student views, as well as published external examiners reports and other information about teaching standards, will be pulled together in an easy-to-use Guide to Universities, overseen by the National Union of Students…
- New national professional standards for teaching in higher education will be established as the basis of accredited training for all staff, and all new teaching staff will receive accredited training by 2006…
- We will also celebrate and reward teaching excellence. We are consulting on the establishment of a single national body – a teaching quality academy – which could be established by 2004 to develop and promote best practice in teaching…
- Centres of Excellence in teaching will be established to reward good teaching at departmental level and to promote best practice, with each Centre getting £500,000 a year for five years, and the chance to bid for capital funding.
- The National Teaching Fellowships Scheme will be increased in size to offer substantial rewards to twice as many outstanding teachers as at present.
- To recognise excellent teaching as a university mission in its own right, University title will be made dependent on teaching degree awarding powers – from 2004-05 it will no longer be necessary to have research degree awarding powers to become a university (2003: 46-47)

These proposals resulted in a plethora of Performance Indicators, statistics, guides, and league tables (none of which involve the National Union of Students (NUS)); the United Kingdom Professional Standards Framework for Teaching and Supporting Learning (UKPSF); the creation of the HEA; CETLs; and expansion of the NTFS. The final bullet point refers to the decision to remove the requirement from institutions to have 'University' status where they

> have the power to award both taught degrees, and research degrees [since] excellent teaching is, in itself, a core mission for a university. It is clear that good scholarship, in the sense of remaining aware of the latest research and thinking within a subject, is essential for good teaching, but not that it is necessary to be active in cutting-edge research to be an excellent teacher (2003: 54)

Higher Education Academy (2004)

In *The Future of Higher Education*, the DfES made it clear that they did not consider teaching in HE as a profession in its own right and called for the creation of what was to become the HEA by combining the LTSN with the ILTHE and the Higher Education Staff Development Agency (HESDA) (2003: 50). The white paper also proposed the creation of institutional professional standards, which coalesced into the UKPSF, with all teaching staff required to obtain a teaching qualification. The DfES (2003) envisaged that, amongst other things, the purpose of the HEA 'would be to support continuous professional development for teaching in HE, by sponsoring and developing good practice, setting professional standards, accrediting training, conducting research, and helping develop policy on teaching and learning' (2003: 53).

Centres for Excellence in Teaching and Learning (2005)

In January 2004, HEFCE invited bids from universities to establish Centres for Excellence in Teaching and Learning, and, as Wood and Su (2017a) note, 'The CETLs initiative was a key strategy of the HEFCE to raise the status of teaching in higher education in England (2017: 7). Despite Gosling and Hannan's (2007) observation that a 'major change was that the 'Centres *of* Excellence' proposed in the White Paper had become 'Centres *for* Excellence in Teaching and Learning' (2007: 636 [emphasis in original]), the purpose of CETLs, however, was 'recognising and rewarding *existing* excellence' (2007: 6 [emphasis added]) rather than aiding the development of excellence. HEFCE (2004) explained that '[LTSN] Subject Centres are concerned primarily with developmental and dissemination activity in subject

areas across institutions' (2004: 7) and, as such, the work of CETLs and Subject centres was 'different, though complementary' (2004: 7).

In any event, since HEFCE failed to define 'excellence' explicitly, preferring instead to treat it as a relative concept rather than an objective entity, 'Weaknesses in schemes were apparent' (Wood & Su, 2017a: 8) and some institutions found the process of providing evidence of excellent practice problematic (Gosling & Hannan, 2007).

While HEFCE allowed flexibility in the ways in which institutions used CETL funding, it offered some broad guidance on the possible use of grants:

- reward excellent practitioners through financial or promotional schemes or in other ways, including by giving more time and opportunity to teach and reflect on teaching, provision for staff visits, better facilities for teaching, and increased opportunities for improved staff-student interaction
- develop and extend existing excellent practice consistent with institutional/partnership priorities to reach a wider student audience through adaptation of building use, upgrading IT and other resources, purchase of staff time to invest in curriculum design and implementation, extended application or introduction of new learning materials, implementing and monitoring e-learning environments
- engage in innovation and experimentation using bought-in expertise to develop and test its effectiveness
- deepen staff involvement in critical scholarly reflection and evaluation of current teaching by strengthening the CETL's research and administrative infrastructure
- share learning and embedding change, including creative interactions through inward and outward secondments and contracting expertise, with the HE Academy and its Subject Centres (2004: 10)

Nevertheless, despite these lofty intentions, Gosling and Hannan (2007) note that,

> For many, the reward of individuals in what is often seen as a collaborative and collegial enterprise was regarded as highly problematic. Far from encouraging the kind of conversations and cooperative endeavours between innovators in higher education that can improve teaching, the CETL competitive bidding process discouraged the sharing of good practice outside of the bidding teams, and set institutions against each other if they were not involved in collaborative bids. It appeared to be designed to make those already judged to be excellent even better than the rest, and it did not seem to allow those who were not successful the chance to learn how to do better next time, since there was apparently not going to be another round of bids. Indeed, when an extra £20.86 million became available towards the end of 2005 it was simply distributed amongst the 74 CETLs already established (2007: 645)

Ambrose (2011) reported on the variable impact of CETLs both within the institutions and in general across the sector. At an institutional level, for example, Ambrose (2011) states that 'While some CETL staff and participants have benefited from enhanced recognition and reward, this has not always had a wider institutional impact in relation to the recognition of teaching and learning excellence more generally' (2011: iii-iv). Similarly, at a sectoral level,

> While there are numerous references in the self-evaluation reports to dissemination events and activities, specific evidence of the adoption of CETL approaches in non-funded HEIs is much scarcer. There will, of course, have been some broader impacts, but the extent to which CETLs have directly contributed to sector-wide changes in behaviour and culture is impossible to quantify (2011: iv)

Turner and Gosling (2012) further note that, despite minor improvements in the reputation of teaching, 'CETLs had done little to develop parity with research, upon which career advancement remains more directly linked' (2012: 426).

UK Professional Standards Framework (2006; 2011)

The *Dearing Report* (1997) recommended the creation of a 'professional' body, in the form of the ILTHE. Yet in 2003, the Department for Education and Skills (DfES) published the white paper *The Future of Higher Education,* calling for the introduction of 'New national professional standards for teaching in higher education' (2003: 46). The introduction of the UKPSF was a response by the sector to this directive.

Treatment of HE as a profession has been debated since Dewey (1915) 'compared the [American Association of University Professors] AAUP to the American Bar Association and the American Medical Association thinking that the professoriate would become a self-governing profession' (Kincaid & Pecorino, 2004: unpaged). Eraut (1994), for example, although not specifically referring to HE lecturers, identifies three core concepts of professionalism, 'Three central features of the ideology of professionalism are a specialist knowledge base, autonomy and service (1994: 223). In HE, however, a specialist knowledge base is insufficient alone. As Watts (2000) explains, 'academics need both educational experience and subject expertise if they are to be regarded as 'true' professionals' (2000: 13). Harwood and Clarke (2006) also refer to the 'dual professionalism' that teachers in HE are now required to demonstrate and note how 'in order to be effective both content and pedagogy must now be understood by educators' (2006: 30).

The *Oxford English Dictionary* defines a profession as,

> II. Senses relating to professional occupation.
>
> a. An occupation in which a professed knowledge of some subject, field, or science is applied; a vocation or career, especially one that involves prolonged training and a formal qualification (2014: unpaged)

The exact length of 'prolonged training' is open to debate. Solicitors, for example, are required to complete a two-year course of vocational training after successfully obtaining their academic qualification (Solicitors Regulation Authority (SRA), 2008a; online), and barristers are required to complete a further year of pupillage (Bar Standards Board, 2014; online). Membership of the Institution of Mechanical Engineers (IMechE), for example, is dependent upon achievement of either a degree or HND (plus three years' work experience), for Incorporated Engineer membership, or a Masters' Degree or PhD (plus four years' work experience), for Chartered Engineer status (IMechE, 2014). Medical doctors are usually required to undertake a five-year degree course in medicine, and surgeons are required to undertake a further five- or six-years' training (Royal College of Surgeons, 2008). Most universities now require lecturers and senior lecturers to possess a PGCert, holders of which are eligible to apply for Fellowship of the HEA, although this is usually undertaken while working rather than as a distinct period of training.

Professional status is also indicated by membership of an appropriate recognised professional body, which for HE is the HEA. Initial membership of many professional bodies depends solely on IPD, with little more than recommendations for its members to develop their own CPD pathways (cf. IMechE, 2014; Institute of Civil Engineers, 2014; Royal Society of Chemistry, 2008). This is also the case for the HEA, membership of which is dependent either on evidence of practice matching the UKPSF, or via an accredited IPD course such as the PGCert, with no formal requirement to engage in further CPD. Katz (2000), however, points out that engagement in CPD is a core element of evidence of professionalism, and a requirement of continued membership of other professional bodies (cf. LLUK, 2007; SRA, 2008; CIPFA, 2014; ICAEW, 2014). Continued membership of the HEA, however, is not currently dependent upon provision of evidence of engagement with CPD.

Having reviewed the practices of other professions (e.g. Engineering, Teaching and Nursing), Katz (2000) lists some common features of professionalism:

- The understanding and application of an accepted 'body of knowledge'… to demonstrate professional expertise

- Competence in generic or common skills: communication, teamwork, managing tasks and self
- Reflective practice, using critical thought and informed ethical judgement to make decisions in a range of contexts
- Responsibility and accountability to others
- Engaging in CPD and lifelong learning to develop the profession and the professional (2000: 24)

Relating the first bullet point to teaching in HE, understanding of an accepted 'body of knowledge' is taken as subject-specific knowledge as evidenced by possession of a qualification in that subject area (usually a PhD). Application of that knowledge is taken to mean the acquisition of a pedagogical toolkit via formal training (i.e. PGCert).

Introduced in 2006 and revised in 2011, the UKPSF is a set of criteria that provides a benchmark of excellent practice for academics. According to Advance HE (2018), 'we manage and lead the development of the UK Professional Standards Framework (UKPSF), a nationally-recognised framework for benchmarking success within HE teaching and learning support. We believe that the UKPSF is essential to driving improvement in, and raising the profile of, learning and teaching in HE' (2018: unpaged).

Ramsden (2008) notes the 'acceptance by the sector of the UK Professional Standards Framework for teaching in HE. This framework is unique in the world, and its importance is increasingly recognised internationally' (2008: 5). Fellowship of the HEA has become the gold standard for providing evidence of teaching competence, as defined by the UKPSF, and its membership categories (i.e. Associate Fellow, Fellow, Senior Fellow, and Principal Fellow) reflects the experience and skill levels of the members. It is, therefore, the *de facto* professional body for the sector (van der Sluis, 2019).

The UKPSF forms the basis of many teaching excellence awards, CPD (Botham, 2018), and PGCerts. The University of Ulster, for example, states in its *Learning and Teaching Strategy 2013-18*, that one of its Key Strategic Performance Measures is the 'Percentage of staff with an academic teaching qualification professionally recognised with the UKPSF' (Ulster, 2013: 12).

Nevertheless, Spowart et al. (2020) investigated the influence of reward and recognition on the professionalisation of teaching and learning:

> Advance HE commissioned the University of Plymouth Enterprise Ltd (UoPEL) to conduct research with UK and international institutions to assess the impact of their accreditation to award fellowships in the context of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF). This research took place between February and August 2020… The literature review drew on a mix of empirical studies and scholarly reflections that capture the development of institutional accreditation and the contribution it has made to *the professionalisation of teaching and learning* in higher education (HE) (2020: 4) [emphasis added]

Key Information Set (2012)

BIS introduced the Key Information Set (KIS) in the 2011 White Paper, *Students at the Heart of the System*, which states that the KIS includes the details shown in Table 6.

Key Information Set
Course information
• student satisfaction: a. Overall satisfaction with quality of course b. Staff are good at explaining things c. Staff have made the subject interesting d. Sufficient advice and support with studies e. Feedback on work has been prompt f. Feedback on work has clarified things g. The library resources are good enough to meet needs h. Access general IT resources when needed

Table 6: Key Information Set (BIS, 2011: 28)

Pollard et al. (2013) expand this list, noting 'The KIS now provides data on: student satisfaction (from NSS), student destinations on finishing their course, how the course is taught and study patterns, how the course is assessed, course accreditation, and study costs (including tuition fees and costs of accommodation)' (2013: 27).

KIS offers prospective students (Pollard et al., 2013) a quick and easy guide to the level of satisfaction of current students and, as such, further commodifies HE. In this artificial marketplace, student 'consumers' can compare the ingredients of a number of virtually identical products and purchase whichever one delivers the highest level of satisfaction. Beer (2011) explains that its main strength is bringing together previously available data in a user-friendly format that decodes many of the inaccessible acronyms.

Teaching Excellence and Student Outcomes Framework (2016)

When I began my PhD, the Teaching Excellence and Student Outcomes Framework (TEF) was still beyond the horizon. While I could not entirely ignore or disregard it, I deliberately chose to distance myself from the TEF as far as possible as I did not want it to guide my research or to influence my conceptualisation of teaching excellence in any way. Nevertheless, I was unable to ignore it completely.

Introduced in 2016, the TEF is designed to assess 'excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study' (OfS, 2019a). Based on selected metrics, the TEF awarded Gold, Silver, Bronze status (or, in certain cases, Provisional status), which, according to Hillman (2017), 'probably derives from the fact that 2016 was an Olympic year' (2017: 9).

The TEF proved controversial from its inception, with the Educational Development Unit (EDU) producing a special edition of its journal, *Compass: Journal of Learning and Teaching*, containing critical responses from eleven academics including, amongst others, Brown, Gibbs, Grogan, Hillman, Moore, Nerantzi, Race, and Rust (Walker & Tran, 2017).

The TEF is comprised of pre-existing statistics already published elsewhere. The metrics were drawn from 'the National Student Survey (NSS) on teaching quality and the learning environment, graduate employment figures from sources such as the Destinations of Leavers from Higher Education (DLHE) surveys and information on student retention published by the Higher Education Statistics Agency (HESA)' (THE Reporters, 2015).

According to the Office for Students (OfS) (2019b), the TEF uses data for the following areas, each of which is subsequently reviewed:

- Student satisfaction - How satisfied students are with their course, as measured by responses to the National Student Survey (NSS).
- Continuation - The proportion of students that continue their studies from year to year, as measured by data collected by the Higher Education Statistics Agency (HESA).
- Employment outcomes - What students do after they graduate, as measured by responses to the Destination of Leavers from Higher Education survey (DLHE).

  (2019b: unpaged)

Student ratings of satisfaction are, however, highly problematic for several reasons. The NSS, which has been shown to be a blunt object at best, is only a partial indicator of student satisfaction with teaching. As Moore (2017) points out,

> That a university course satisfies the aspirations of an eighteen-year-old, privately-educated student dripping in social capital is of little relevance to the working-class single mother returning to education in her thirties. The NSS and the league tables that flow from it operate on the presumption that not only is a university education a homogeneous product but also that it should be one (2017: 11)

As noted above, the aspects of the NSS that are used in the TEF as indicators of teaching excellence are *Teaching on my Course*, *Assessment and Feedback* and *Academic Support*. Although satisfaction with teaching is important, the NSS remains, at least in part, a popularity contest. Students may mark down excellent lecturers for a variety of reasons not related to the quality of the teaching. Excellent teaching may require asking students to work hard on difficult assignments, for example, and consequently those who do not want to do this will mark their lecturer(s) harshly. As Collins and Palmer (2004) explain, 'If excellent teaching is encouraging high quality learning, student views are relevant. However, a challenging tutor may not be perceived as excellent by some students because they have to work harder' (2004: 7). Conversely, NSS data 'are corrupted by student self-interest in rating highly the quality of their university' (McNay, 2017: 56-57).

Furthermore, analysis of the nominations for student-led awards indicates overwhelmingly that students do value high quality personal, as well as academic support, from enthusiastic and motivated lecturers, who are prepared to make special efforts to ensure that students achieve their full potential, yet there is no metric for this.

While completing a degree is generally considered the best possible outcome for a student, as Moore (2017) explains, 'for students on the wrong course, or at the wrong institution, or at university at the wrong time, this may not be true' (2017: 11). Moore (2017) goes on to state that a focus on retention,

> further incentivises institutions to maximise pass rates at a programme and module level (even at a cost to academic standards) and to guard against risky recruitment. Students who pose a high risk of failure – mature students, those with caring responsibilities, those with disabilities and those without traditional academic qualifications – will be weeded out (2017: 11)

There are many reasons why students do not continue their studies, and, as Rust (2017) points out, 'the most common reason for dropping out is not, in fact, the teaching, but the

course not having been what the student expected, and therefore considered as 'not right for me'' (2017: 15).

A study of early leavers conducted by Warnes and Lilly (2010) provided detailed data. Early leavers cited Academic Reasons (34.2%) and Academic Staff (20.3%) as the main reasons for early departure:

> **Academic Reasons:** Failed modules; Pressure of course; Structure / timetable of course; Problems with placement / teaching practice; Course not what I expected; Not enjoying course
> **Academic Staff:** Not supportive; Attitude towards students; Not good teachers; Unable to contact tutors (2010: 18)

The remaining students left for Financial Reasons, Employment, and Location:

> **Financial Reasons:** Could not afford to continue; Childcare too expensive; Travel too expensive; Financial commitments; Change in family circumstances
> **Employment:** Changed employer; Changed job with same employer; Pressure of work in job; Course not what was required; Found a permanent job
> **Location:** Too large / loud / busy; Not enough going on for students; Did not feel comfortable here; Too far from home; Too expensive to live here (2010: 18)

Many of the problems faced by students in this list related to Financial Reasons, Employment and, to a certain extent, Location, are unlikely to be experienced by wealthier students who do not need to work, who have parents who can support them financially, and whose university addresses their location wants and needs (particularly for those who are not 'first in family'). In addition, almost half of the early leavers said that there was nothing the university could have done to help them stay. Further, as Rust (2017) states, 'Whilst retention may well be improved by excellent teaching, if students are already high-achieving and motivated, they will almost certainly not drop out, even if the teaching is mediocre, and especially not, if attending an institution deemed to be prestigious' (2017: 15).

As noted above, Employment Outcomes refers to what students do after they graduate, as measured by responses to the Destination of Leavers from Higher Education survey (DLHE). DLHE provides 'information about patterns of employment and further study or training at a point about six months after completion' (HESA, 2018a). The information includes the

proportion of students who are in Full-time work, Part-time work, Work and further study, Further Study, Unemployed, and Other (i.e. retired, looking after home or family).

However, a wide range of factors other than teaching excellence affects employment outcomes. For example, the hierarchy of universities in the UK is such that graduates from Russell Group universities, and Oxbridge in particular, are more likely to secure graduate-level employment swiftly following graduation, than peers from other, particularly post-92, institutions. A recent survey showed that graduate job applications depend on the applicant's university:

> Graduates of 24 top UK universities are more likely to find work soon after graduating than those from other universities... Four-fifths of Russell Group graduates entered full-time work within weeks of leaving compared with two-thirds of those from other institutions… firms used a tick-box system to filter candidates via the league table position of their universities (Richardson, 2019: unpaged)

In addition, employment availability is affected by geographic location with unequal distribution across the country. As Cowling (2009) remarks, 'some UK cities have universities that were founded hundreds of years ago and are woven into the culture of a city as well as being a major actor in the socio-economic system of a city. Moreover, recent research has highlighted considerable difference in labour markets between university and non-university cities' (2009: 8). Cowling (2009) goes on to state that,

> cities like Oxford and Cambridge, not surprisingly, have high graduate shares amongst the local population, accounting for 53.3 per cent and 46.8 per cent of the population… Other UK cities with high graduate shares are Brighton, Bradford, Winchester, and Harrogate, all cities with over 40 per cent graduate shares. However, this contrasts with Ipswich, which has the lowest graduate shares at 14.9 per cent, and Blackpool, Stoke on Trent, Dover and Colchester, cities that all have graduate shares considerably below 20 per cent. The interesting feature is that these cities are geographically diverse being located widely across UK regions (2009: 8-9)

DLHE statistics show that the subject studied also affects employment:

> Over 93% of full-time first degree medicine, dentistry and veterinary graduates were in full-time work 6 months after graduation while the highest rates of unemployment were among graduates from computer science at 9.5%. Overall 16.8% of UK domiciled full-time first degree graduates were in further study only (excluding those both working and studying). The subject areas with the highest proportions of graduates entering further study were law and physical sciences, with over 30% of these graduates going on to further study (HESA, 2018b: unpaged)

Medicine, dentistry and law are traditionally associated with the 'elite' of society (Savage et al., 2013). In addition, students from wealthier families are more likely to be able to afford to defer employment to obtain higher qualifications than those less well off. In addition, as Rust (2017) points out, 'We should also note that not all students have the same ambitions and that some have aspirations other than finding traditional, so-called 'graduate jobs'' (2017: 15).

Gibbs (2017) clearly states that 'Graduate employability has almost nothing to do with teaching quality and most institutions are not in a position to do much about the employability of their students, which is largely determined by employers' notions about reputation and the employment market' (2017: 32-33). It is reasonable, therefore, to conclude that DLHE statistics are based on assumptions and are subsequently little more than indicative and should not be treated as a true representation of the employment prospects of all graduates equally.

In addition to the metrics, institutions were required to submit a written statement to explain and defend the metrics, and to reveal the nature and extent of those institutional practices and policies designed to tackle and improve teaching quality. As BIS (2016c) explained,

> Some of these metrics are of course proxies – but they directly measure some of the most important outcomes that students and taxpayers expect excellent teaching to deliver. And we recognise that metrics alone cannot tell the whole story; they must be benchmarked and contextualised, and considered alongside the additional narrative that can establish a provider's case for excellence (2016c: 46)

Consequently, when the results of the first TEF were revealed, many universities were surprised and disappointed with their award. As Beech (2017) noted,

> Reaction to the TEF results has been mixed. With some Russell Group institutions receiving Silver and Bronze awards and other newer providers achieving Gold status, it is safe to say the TEF sent shockwaves through the UK higher education sector, testing assumptions of conventional hierarchies and ranking systems.
>
> Part of this shock has come about due to the way the TEF awards were determined, through a mix of quantitative metrics, acting as proxies for teaching excellence, together with qualitative evidence submitted by participating institutions asked to assess their own quality and impact and to explain how they are tackling shortcomings. These written submissions took account of the nuance and diversity in the sector and allowed institutions to tell their own story alongside the metrics.
>
> The final TEF results nevertheless reveal the qualitative evidence to be more influential than many had assumed, with almost one-quarter of participating higher education institutions moving up or down the ranking initially suggested by their metrics (2017: 11-12)

This tension between quantitative (flawed or otherwise) and qualitative data places the TEF in a situation analogous to the tension between the law and the courts. In court, success is frequently derived more from the skill of the solicitor to argue a case than from the law itself. The fact that a qualitative TEF written submission can reduce the impact of the quantitative metrics is on one hand reassuring, in that metrics alone are not relied on exclusively, but troublesome on the other hand, as subjective interpretation of a carefully worded and institutionally-biased statement should not carry such weight.

The metrics employed by the TEF are only tangentially related to teaching excellence at best. Prior to its introduction, the Office for National Statistics (ONS) (2016) was concerned about the use of pre-existing statistics which were gathered for other purposes, noting, 'Although each of the HESA student record, the NSS and the DLHE have clearly defined target populations, these are not necessarily what is required for the TEF' (2016: 17). More recently, the Royal Statistical Society (RSS) has declared the TEF results invalid since:

> None of these metrics directly measures the quality of teaching and there are no actual inspections of lectures or other teaching… [T]he Royal Statistical Society said:
>
> - the measures did not assess quality of teaching
> - the benchmarking procedure does not properly take account of all of the differences between universities
> - the flagging system is too trigger-happy – too likely to flag an institution as different from the norm (Cuffe, 2019: unpaged)

The metrics chosen for the TEF are poor proxies for measuring teaching excellence (Brown, 2017). The NSS is itself flawed for all the reasons given above, and the extracts for student satisfaction with teaching are compromised for a variety of reasons. Student retention is affected by any number of reasons and, although teaching excellence has some influence, it remains a partial explanation of the reasons why students choose to end their studies early (Rust, 2017). Similarly, student employment prospects are only obliquely related to teaching excellence (Gibbs, 2017). If teaching excellence were the only determining factor, institutions would not exert as much effort in improving employability beyond the confines of the classroom and the curriculum.

Once I had analysed my data, in which interviewees understandably raised the issue, I returned to TEF in *Chapter 5: Discussion*.

Objections to Teaching Excellence

The very existence of these policies and initiatives feeds into the hegemonic acceptance by the UK HE sector of teaching excellence as a desirable end in itself. However, as Archer (2008) points out, 'no hegemony is ever complete, and all regimes produce resistance' (2008: 281), and the drive towards teaching excellence is not entirely unchallenged. Taylor (2007), for example, argues that 'increasingly excellence is established as a performance outcome' (2007: 504). Similarly, as Evans (2000) points out 'The best can be the enemy of the good and, over a swathe of human activity, a swathe that certainly includes university reaching, good enough is good enough' (2000: 7).

Another objection to the concept of teaching excellence is the work of Saunders and Ramirez (2016) who, from a Marxist perspective, state that:

> Excellence is nothing in and of itself; it is only the measurement of something else. Excellence, then, imposes a regime of measurement and operationalization that breaks complex issues into discrete observable units. The prioritization of measurement is consistent with neoliberal ideology, as exchange-value takes priority over use-value within our social, cultural, and political spheres (2016: 396)

Sanders and Ramirez (2016) contend that 'the Global North is engaged in a hegemonic project of the teaching of excellence as a natural, legitimate, and universal educational goal' (2016: 397). Their contention is certainly true from a Foucauldian perspective (Kendall & Wickham, 1999), in that the primary discourse is that excellence is, in and of itself, a good thing. However, Sanders and Ramirez (2016) go on to argue that 'excellence in teaching works as a normative technology of neoliberalism in higher education. It naturalizes and legitimizes the reduction of teaching and learning to crude quantitative indicators, which is consistent with the broader free-market logic that undergirds the neoliberal university' (2016: 401).

This is true with respect to the TEF, which does base its definition of teaching excellence solely on metrics, which are a poor substitute for teaching excellence. Sanders and Ramirez (2016), however, base their assertions on an unwavering acceptance of the 'redefinition of the student as a customer (Molesworth, Scullion & Nixon, 2011) and the teacher as a service provider, and the goal of teaching being to create measurable indicators of excellence' (2016: 405). The notion of student-as-consumer, however, is widely disputed (cf. McMillan &

Cheney; 1996; McCollough & Gremler, 1999; Collini, 2010; Million+, 2012; Williams, 2016; Jones-Devitt & LeBihan, 2019).

Conversely, teaching fellowships at both national and local levels do not use metrics to measure teaching excellence. Consequently approaches to teaching excellence fall into two competing discourses: 1) the rigid and fixed discourse around teaching excellence as proposed by the (admittedly neoliberal) UK government in the form of the metrics-based TEF; and 2) the fluid and flexible definitions used to award teaching fellowships that recognise the multi-faceted nature of teaching excellence. This fundamental dichotomy underpins much of the disagreement between the government and academics over what qualifies as teaching excellence and how it should be measured. Given these competing discourses, it is necessary to dismiss the recommendation from Sanders and Ramirez (2016) 'that educators should work against commitments to excellence' (2016: 405). Rather, educators should work towards a commitment to excellence that is not based solely on metrics.

Section Summary

This section explores some of the policies and initiatives that have been implemented in the pursuit of teaching excellence. What started as a mechanism to bring teaching in 'new' universities up to a standard assumed to exist in ancient and redbrick universities has morphed into an all-encompassing apparatus, superficially targeted at raising teaching standards, which is overshadowed by the implicit threats of the consequences of underperformance, illustrated by the metrics which inform league tables and the TEF.

Such is the power of the teaching excellence discourse that it goes largely unchallenged, and, despite the controversies and inherent anachronisms of the system, institutions continue to 'play the game' and participate in the metrics war. One of the metrics, for example, involves the number of recognised lecturers employed by a university. The next section explores the methods by which excellent teachers are rewarded and recognised.

Section 4: Reward and Recognition

Introduction

In this section, I explore reward and recognition as a facet of performance management. As with (virtually) any employment, academics are subject to internal surveillance, including, for example, involuntary institutional observations, such as peer/teaching reviews and/or appraisals. Academic performance may also be gauged via student feedback in the form of complaints, or Staff/Student Liaison Committees, or internal surveys, such as MEQs, or external surveys such as the NSS, or the UKES, for example. These all act as external pressures on academics to maintain or improve their performance to avoid the penalties, such as Capability Proceedings, which may ensue should their performance be deemed to be 'below par'.

Conversely, academics may choose to seek feedback on their performance via a range of reward and recognition schemes. These schemes are designed to act as incentives to academics to achieve excellence (Seppala & Smith, 2019). As a result, academics are subject to a combination of intrinsic and extrinsic motivating factors. I therefore draw on definitions of intrinsic and extrinsic motivation from psychology and business studies and explore how they operate in the context of reward and recognition of teaching excellence.

In terms of extrinsic motivations, I compare the effects of applying the 'stick' (i.e. negative external motivation), and the 'carrot' (i.e. positive extrinsic motivation). I locate this discussion within the neoliberal discourse of new managerialism, and its inherent focus on audit and performance (Rodriguez, 2020). This argument places academics firmly between the threat of underperformance as measured by appraisals, peer review, and league tables, and over performance as measured by schemes designed to reward and recognise excellent teaching (Croner-I, 2021). I also explore some of the ways in which excellence may be recognised and rewarded, and finally, consider the nature of excellence that is neither recognised nor rewarded.

Intrinsic and Extrinsic Motivation

Bénabou and Tirole (2003) note that 'A central tenet of economics is that individuals respond to incentives. For psychologists and sociologists, in contrast, rewards and punishments are often counterproductive, because they undermine "intrinsic motivation"' (2003: 489). Calder

and Staw (1975) argue that 'the distinction between intrinsic and extrinsic motivation stems from the feeling or perception of personal causation. Satisfaction derives from an activity that is perceived as intrinsically motivated because of a person's need to feel a sense of personal causation in his or her actions' (1975: 599). Hence, in the case of teaching excellence, reward and recognition schemes act as extrinsic motivators since causation lies outside the individual.

Deci (1972) asserts that 'A person is intrinsically motivated if he [*sic*] performs an activity for no apparent reward except the activity itself' (1972: 113). Wiersma (1992) notes that Wexley and Yukl (1977) define intrinsic motivation in an employment context as 'a term used to describe effort that is expended in an employee's job to fulfil growth needs such as achievement, competence, and self-actualization' (1977: 103). Similarly, Frey (1997) states that 'Persons are intrinsically motivated if 'work is performed for work's sake'… [and that] intrinsic work motivation is identified with work morale or work ethic' (1997: 429). However, Frey (1997) also warns that 'Intrinsic motivation is not always 'good' and 'socially beneficial'. Historical experience shows that many of the worst crimes in humanity were performed by people who followed inner motives and ideologies… Himmler provides a vivid example that such persons may create evil' (1997: 437). Frey (1997) also states that 'Extrinsic preferences are activated from outside the person concerned. External interventions inducing persons to perform may be positive (mainly financial work incentives) or negative (threat of wage cuts or of dismissal)' (1997: 429).

Negative Extrinsic Motivation (The 'Stick')

Negative extrinsic motivation can cause academics to act in certain ways in order to meet the requirements of university practices and policies. In simple terms, this includes adhering to the various demands of the Human Resources department (i.e. pay and conditions), but also managing performance to comply with institutional drivers to maximise student satisfaction and, by extension, external perception.

In the following sections, I explore various examples of negative extrinsic motivation including the introduction and extent of New Managerialism in HE; various aspects of Internal Accountability, including Appraisals and Peer Observation, and Internal and External Moderation, and; External Accountability, including League Tables.

Internal surveillance, in its current form, effectively began with the introduction of New Managerialism into the HE sector. Morley (1997) describes how,

> New managerialism relates to both macro-economic policy and post-Fordist work regimes. A fundamental premise of new managerialism is the belief that objectives of social policy can be promoted at a lower cost when the appropriate management techniques are applied to the public services. New managerialism bases its status on early Taylorist claims that management is a scientific discipline (1997: 233)

New managerialism was a key element of the neoliberal policies introduced by the Conservative government of the time, led by John Major, which included the introduction of new managerialism into the NHS (Firth, 2002). The discourse surrounding HE was redefined using standard neoliberal mechanisms, and as Su and Wood (2019) point out, 'The spread of neo-liberal ideology and its attendant application of market mechanisms to higher education have resulted in the growth of a competitive and consumerist environment, characterised by the increasing use of metrics, rankings and customer satisfaction ratings' (2019: 78).

Accordingly, as noted by Morley (1997), the HE sector was described as wasteful and inefficient, particularly 'Britain's 'old' universities, whose much-cherished autonomous self-government, in the name of academic freedom, protected these institutions since the Renaissance' (1997: 235). This paved the way for the introduction of pseudo-internal markets with 'a regulatory policy framework which is based on the notion that competition between higher education institutions for limited resources will produce a more effective, efficient and equitable higher education system' (Naidoo & Jamieson, 2005: 270). The introduction of new managerialism was described by Deem (2000) as a 'new departure because it entails interrelated organisational, managerial and cultural changes leading to a tightly integrated regime of managerial discipline and control which is radically different from bureau-professionalism. Professionals are subjected to a rigorous regime of external accountability in which continuous monitoring and audit of performance and quality are dominant' (2000: 6-7).

Trowler and Cooper (2002) note how 'the discourse associated with "new higher education" uses discursive repertoires associated with finance and commerce: delivery of learning outcomes; franchising of courses; audit of skills; customer-focus and so on' (2002: 19), with Clegg and McAuley (2005) adding that 'Not least of these pernicious ideologies is that of quality and audit' (2008: 332). Deem and Brehony (2005) consider the means by which the discourse of new managerialism pervaded the UK HE sector. They suggest that 'The

apparent sources of new managerial ideology in UK higher education seem to include: government policies on higher education (loosely summed up as less public money and more regulation) and the policies and funding mechanisms of the higher education funding bodies, including the use of quantitative indicators of performance in research' (2005: 227). Clegg and McAuley (2005) go further, noting that 'Numerous writers have described the seemingly malign influence of managerialist practices (e.g. Deem & Brehony, 2005; Clegg & McAuley, 2005) and consumerism (Naidoo & Jamieson, 2005) in undermining the traditional autonomy and respect accorded to academics as intellectuals and professionals' (2005: 332).

The replacement of the avowedly neoliberal Conservative governments of Thatcher and Major with Blair's 'New' Labour in 1997 had no impact on the prevailing discourse regarding HE. Over the last two decades, new managerialist discourse has become increasingly embedded in HE. Archer (2008), for example, found that 'As people who had grown up and engaged in processes of 'becoming' academics within the context of neoliberalism, it was unsurprising to find that all the younger academics had, to some extent, taken up the language of neoliberalism and audit within their constructions of selfhood and academic identity' (2008: 272). Indeed, Davies and Peterson (2005), refer to 'the insidious production by neoliberalism of active subordination to its terms, a subordination that is experienced, at least in part, as voluntary and as desirable' (2005: 35).

One of the various ways in which managerial control and discipline is exercised is via internal accountability, including, for example, the annual appraisal. HEFCE (2005), however, note 'different interpretations of performance management within the sector: some use 'appraisal' and 'performance review' synonymously; whilst others make a distinction between regular reviews related to individual developmental needs, and assessments of an individual's performance related to institutional goals' (2005: 6).

The appraisal process both monitors the extent to which targets have been met and defines targets for the forthcoming appraisal period. However, as noted above, HEFCE (2005) reported 'limited activity, or evidence of improvement in tackling poor performance' (2005: 12), noting that 'In at least six cases, the institutions interviewed said that they have revised their capability / unsatisfactory performance procedures, but these are seen as applying to only the most extreme cases of under-performance' (2005: 69). In all other cases, under-performing staff were offered retraining and/or counselling to bring their performance up to a satisfactory level.

Peer Observation, the process of observing teaching practice in the classroom, is another form of scrutiny for lecturers, and the only one that involves their actual teaching. According to Race (2009), the purposes of peer review include:

- providing us with opportunities, both through observing and being observed in teaching sessions, to reflect on and review our teaching skills with the assistance of our colleagues
- identifying good practice, and needs which we can address, to ensure our ongoing personal and professional development
- helping us to continue to learn from each other, towards developing shared understandings of best practices in assessment, learning and teaching
- giving us continuing opportunities to observe students as they learn in colleagues' teaching sessions, and reflect on how we can enhance their learning in our own sessions
- allowing us to gain from mutually beneficial learning experiences through the processes of observing colleagues and being observed ourselves
- helping us to learn new tricks from one another (old colleagues learn much from new staff and they in turn can teach new colleagues old tricks!)
- identifying generic development needs, to feed into ongoing and future staff development activities (2009: 1)

Peer observation, when it works, is a powerful tool for all these reasons. In a review of peer review at his institution, Warnes (2018b) notes how those observed found the discussion of feedback on their performance particularly useful. In addition, observers, themselves, appreciated the opportunity to observe their colleagues' good practice. However, the process has been criticised on a number of points including 'who should be a reviewer (including the need to avoid bullying and/or nepotism), and a desire to move away from what they see as a mechanical tick-box system that is part of a performance management scheme' (Warnes, 2018b: 2).

However, inherent in peer observation is the danger that reviewers may focus on the use of technology (which is merely a tool) rather than the actual teaching, and the possibility that teachers may deliver a 'model' lesson (Cosh, 1998). The main issue, however, is how observers define the quality of teaching. Cosh (1998), for example, noted that,

> it is questionable whether the observer is qualified to make valid judgements or suggestions. Given the subjective nature of teaching, the ill-defined and constantly shifting nature of notions of good teaching, different learner preferences, and the lack of any proof of how students learn most successfully, it seems that none of us are qualified to make judgements on the teaching of our peers, and that our judgements are, therefore, of questionable value to anyone other than ourselves (1998: 172)

Further, Cosh (1998) noted that 'a good teacher should not only be self-aware and open-minded, but have confidence, enthusiasm, a sense of professional worth, and a willingness to experiment. None of these would seem to be encouraged or reinforced by some form of assessment, however benign, by our peers' (1998: 172).

A further monitoring process is the moderation of the marking of assignments. This process, which is intended to ensure a parity of quality both within individual universities and across the HE sector, involves the checking of a sample of marks awarded by a lecturer initially by a colleague, and then a smaller sample by an external examiner, involving both internal and external accountability (Advance HE, 2019b).

Most, if not all, universities engage in this practice (cf. University of Bolton, 2014; Buckinghamshire New University, 2016; University of Northampton, 2016; University of Plymouth, 2017; University of Roehampton, 2018). The University of Roehampton (2018), for example, describes moderation as 'a standard feature of all University programmes of study. It is a process by which the University assures itself that any work undertaken by students is set and assessed in a consistent and fair manner, to ensure parity of standards and that the level of achievement of student reflects the required academic standards comparable to programmes at the University and nationally' (2018: 1).

Moderation usually involves a sample of assignments, and accordingly, at the University of Plymouth (2017), 'The internal moderation process will sample assessments to satisfy the moderator that there is consistency and fairness, sampling a minimum of 10 assignments in small modules. Selection of assessments should ensure there is a representative sample of… assignments from all elements of the module [and] borderlines and fails' (2017: 2-3). Subsequently, a sample of the sample is made available to External Examiners and, at the University of Bolton (2014),

> The External Examiner is responsible to the Institute for advising whether the Programme Team has fully undertaken its responsibilities in the setting and internal moderation of module assessments and that the University may be confident in the:
>
> - appropriateness of the task
> - implied standard for the level and nature of the module
> - accuracy, clarity and detailed instructions describing the assessment
> - coverage of the specified learning outcomes (2014: 10)

Deem and Brehony (2005) later included 'new kinds of imposed external accountability, including the widespread use of performance indicators and league tables, target-setting, benchmarking and performance management' (2005: 220). Similarly, Naidoo and Jamieson (2005) noted how 'Consumerism can also be seen to be related to 'new managerialism' through the deployment of performance indicators and league tables which strengthen the hand of consumers by providing information to aid choice' (2005: 270).

Scrutiny by external observers led to the publication of league tables by newspapers and other bodies (such as the Complete University Guide), based on a range of metrics (see Table 7). Of these, 'the most well-known are produced by: *The Times* (first produced in 1992), *The Sunday Times* (launched in 1998) and *The Guardian* (in 1999)' (Pollard et al., 2013: 30). League tables were designed to improve the information available to students (and their parents (Wood & Su, 2019)) to assist them in making an informed decision about which university to choose. As Pollard et al. (2013) note,

> Prospective students, students and their sponsors now have very well-developed measures/statistics that have been primarily produced for them in order to support choices, and much of this information is provided at individual programme/course level… These student-focused materials include the Unistats search and comparison website which presents the KIS; and the NSS (2013: 26-27)

League tables are primarily based on metrics from secondary sources and, as Table 7 shows, different league tables use different metrics. The Times and Sunday Times also incorporate an element of 'reputation' (Espinoza, 2015), which is not directly measurable, but which benefits some universities at the expense of others. Apart from the Guardian, (Hiely-Rayner, 2019), most league table providers do not publish their methodology.

The Guardian	The Times & Sunday Times	Complete University Guide

• Entry qualifications
• Student satisfaction:
  ○ Satisfied overall
  ○ Satisfied with teaching
  ○ Satisfied with feedback
• Student : staff ratio
• Value-added score
• Graduate careers
• Spend per student
	• Entry qualifications
	• Student satisfaction:
	  ○ Student experience
	  ○ Teaching quality
	• Student : staff ratio
	• Completion
	• Degree classifications
	• Graduate careers
	• Research quality
	• Services and facilities spend per student
		• Entry qualifications
		• Student satisfaction
		• Student : staff ratio
		• Completion
		• Degree classifications
		• Graduate careers
		• Research quality
		• Research intensity
		• Academic services
		• Spend per student
		• Facilities spend per
		• student

Table 7: Metrics used in league tables (Turnbull, 2018: 17)

University senior management strategies, at least among post-92 institutions, who compete to recruit students, are designed to improve league table positions by adopting policies to improve student satisfaction, as measured by surveys such as the NSS (Hazelkorn, 2007). As Douglas et al. (2014) point out, 'Student satisfaction (and dissatisfaction), as reported annually in the National Student Satisfaction survey, is one of the many criteria that contribute to universities' league table positions in the UK' (2014: 1). However, as Locke et al. (2008) explain, 'rankings largely reflect reputational factors and not necessarily the quality or performance of institutions' (2008: 5).

Nevertheless, as these directives may be perceived as negative extrinsic motivating factors on academics' performance, institutional strategies are re-designed specifically to increase the numbers of academics with desirable characteristics, which is an element of Corporate Excellence. As Deem and Brehony (2005) point out, within the context of new managerialism, 'Especially in the post-1992 institutions, career managers [have] used their power to bring about a focus on students conceived as customers or on widening participation in higher education to disadvantaged groups, suggesting that 'new managerialism' is indeed a general ideology that can be used to support a variety of managerial interests' (2005: 229). This approach 'is bolstered by outside agencies concerned with quality audit and assessment of research and teaching which further legitimate the right of university managers to manage' (2005: 232). Reward and recognition of teaching excellence, therefore, represents the internalisation by the sector of new managerialist ideology. Nevertheless, as Wood points out, 'the focus on measurement and control, an excellence which in time may restrict and stifle democratic values, emphasising instead efficiency, human capital and the subordination of the professional autonomy of the academic teacher' (2017: 51).

Positive Extrinsic Motivation (The 'Carrot')

Rather than punishing under-performance, reward and recognition schemes are designed to recognise and reward 'over' performance. Excellent performance may be rewarded and/or recognised in a variety of ways.

Collins and Palmer (2004) suggest the following 'types of acceptable recognition and/or rewards':

> **Financial:** Money, pay scale / increments, one-off payments
>
> **Recognition:** Titles / fellowships, promotion, nice office for a year, guaranteed parking space
>
> **Opportunities:** Secondments to industry/consultancy, time for research / sabbaticals, going to a conference, staff development (2004: 6)

Some items of recognition, such as 'Nice office for a year' or 'Guaranteed parking space' appear frivolous, certainly in relation to 'Promotion' and the various financial rewards. In addition, 'Going to a conference' is surely just part of being an academic. Yet, almost any form of recognition is generally well received and may improve morale.

Increased responsibility through appointment to senior posts, including Head of Department / School, Deputy Head, Course / Programme Leader, and so on, are, in many cases, welcomed despite any increase in workload and lack of additional salary. Promotion or Regrading (i.e. Lecturer / Researcher, Senior Lecturer / Researcher, Principal Lecturer, Reader, Professor / Chair) are rewards either for demonstrating the capability to act effectively in a higher grade, or, for Reader and above, for amassing the required outputs (usually research).

Promotion in HE has been traditionally linked to research performance (Cashmore, Cane & Cane, 2011), but as D'Andrea and Gosling (2001) point out, 'Recognition and reward for teaching quality needs to be built into promotion criteria if the presumption in favour of promotion for research output is to be challenged' (2001: 74). Career paths have been recently introduced involving a teaching element, sometimes purely teaching but frequently in a hybrid form involving components of both research and teaching (Warnes, 2016a).

In the following sections, I explore various examples of positive extrinsic motivation including Teaching Fellowship Schemes, including National Teaching Fellowships and University Teaching Fellowships, as well as the non-recipients of fellowship schemes.

As D'Andrea and Gosling (2001) explain, 'In some institutions, prizes for excellence in teaching have been used as a means of rewarding teaching quality, however, it is questionable whether these have a generalized impact on the overall learning experience of students' (2001: 74). This latter point is taken up in this research.

One example of these prizes for excellence is the various types of Fellowship Schemes that are available. The Staff and Educational Developers Association (SEDA) offers three levels

of fellowship: Associate Fellow, Fellow, and Senior Fellow (SEDA, 2019). The HEA has four levels of fellowship: Associate Fellow, Fellow, Senior Fellow, and Principal Fellow (Advance HE, 2019c), plus the National Teaching Fellowship Scheme (Advance HE, 2019d). In addition, while some universities offer one-off prizes for teaching excellence (cf. Nottingham Trent University, 2019; Royal Holloway, University of London, 2019; SOAS, University of London, 2019; University of Bath, 2019; University of Warwick, 2019), most universities offer UTFs. These prestigious schemes are designed to be aspirational, with status-enhancing acclaim, and often financial rewards. Nevertheless, as Collins and Palmer (2004) point out, 'the rewards in teaching are by its very nature intrinsic and therefore doubts are expressed about the effects of intrinsic rewards as more commonly espoused in performance management systems' (2004: 3).

While the majority are individual awards, Advance HE introduced the Collaborative Award for Teaching Excellence (CATE) in 2016 (Advance HE, 2019a). These awards are designed to recognise 'collaborative and innovative practice that had a positive impact on the student experience' (Israel & Bennett, 2018: 107). The University of Kent (2019) notes that 'both NTFS and CATE are very competitive (55 NTF and 6 CATE awards are made nationally)' (2019: unpaged). This addition to the teaching awards roster does not appear to be have been subjected to a great deal of scrutiny, so far at least.

Introduced in 2000, the NTFS is arguably the most prestigious teaching excellence award in the UK (Austen et al., 2018), with 'over 860 National Teaching Fellows, with up to 55 individuals receiving the award each year' (Advance HE, 2019d: unpaged). According to Israel and Bennett (2018), 'an early aim for the NTF scheme was for fellows to work together to promote effective teaching and learning' (2018: 108), although this never materialised as envisaged (Skelton, 2004).

As Advance HE (2019c) themselves remark 'Achieving a National Teaching Fellowship is widely recognised in higher education within the UK as well as internationally as a mark of quality' (2019c: unpaged). Nevertheless, as Frame, Johnson and Rosie (2006) explain, although 'Intrinsic rewards operate on and through the individual so barriers when they arise may be keenly felt… Sometimes the external power of the award as a reward is insufficient to overcome this' (2006: 416). A decade after their introduction, BIS (2011) acknowledged that the NTFS had,

> already created some degree of competition between universities, and universities are generally keen for their lecturers to receive such an award. However, the scheme

> has the flaw that the award is generic and thus is difficult to relate to teaching quality within a department. *There is usually little spill-over into the practices of colleagues*. Nevertheless, universities prize their staff receiving such awards and have helped to increase the importance attached to teaching quality by senior managers in universities (2011: 69 [emphasis added])

In fact, this collection of observations by BIS (2011) are quite damning of the operation of the NTFS at the time. The generic / generalist definitions of teaching excellence, for example, weakened the value of the award. In addition, the excellent practice of awardees did not improve their colleagues' teaching. The recognition that 'universities prize their staff receiving such awards' feeds into the argument that awards are appropriated by HEIs to boost their position in the competitive sector.

The bestowing of NTFs takes place at a sparkling ceremony, complete with formal wear. In 2014, for example, the 'grand ceremony [took place in] Liverpool's Anglican Cathedral [which] provided the dramatic venue for the event: a stunning space… Dinner jackets and evening dresses added glamour to the magnificent setting' (Association of National Teaching Fellows (ANTF), 2014: unpaged). Taylor (2007), for instance, described how, when she won her NTF, it felt like 'the Higher Education Oscars', and noted that,

> The glittering awards ceremony was unexpected and disconcerting, possibly because for me, in common with, I imagine, the vast majority of academics, red carpet treatment is far from our experience. I was an actor, but I was not sure that I understood the sub-text of the play, or the culture within which it was being performed (2007: 507)

Despite the perverse outcome of the NTFS noted in Section 2 above, that the primary purpose of the financial element is for the recipient to conduct research, and therefore removing the awardee from teaching, Rolfe (2018) made an impassioned plea to maintain the financial reward associated with the recognition of the NTFS:

> When the NTFS was launched in 2000, fellows received £50,000 to implement a project plan, disseminate their work across the sector, and to develop communities of practice within (and beyond) their institutions. The award dropped to £10,000 in 2006. Since 2016, awardees received just £5,000 for disseminating practice and contributing to events.
>
> This year, award winners will be the first group to receive 'national recognition for their outstanding impact', but no development funding. They will also be less well-off than many staff who receive funds from their own institution for learning and teaching activity, typically for more *local* achievement (2018: unpaged [emphasis in original])

Locke (1996), however, explains that 'High commitment to goals is attained when (a) the individual is convinced that the goal is important; and (b) the individual is convinced that the goal is attainable (or that, at least, progress can be made toward it)' (1996: 119). Therefore, according to Locke (1996), goal setting, in this case achieving a NTF, can be achieved through application of effective leadership techniques, with or without the inclusion of a financial incentive. This demonstrates two things: a) financial incentive is not, in itself, a motivating factor, and b) the new managerialist discourse of competition and individual achievement has been fully internalised by the sector.

In addition to the NTFS, many universities offer their own teaching fellowship schemes (cf. ARU, 2019a; Bournemouth University, 2019; Oxford Brookes University, 2019b; University of East Anglia (UEA), 2019; University of Leicester, 2019; University of Liverpool, 2019; University of Reading, 2019b). In addition to a certificate and a lapel pin, awardees usually receive a financial incentive to support professional development. Table 8 lists a sample of the funding associated with UTF awards.

University	Amount
UEA	£0
Oxford Brookes	£1,000
Liverpool	£1,500
Reading	£2,000
Bournemouth	£2,000
Leicester	£3,000
ARU	'modest funding stream'

Table 8: Examples of UTF funding

In addition to the 'modest funding stream' offered at ARU, awardees also have the chance to apply 'to lead a pedagogic project of strategic significance and, if selected, be temporarily assigned to Anglia Learning & Teaching [the learning and teaching development unit]' (AL&T, 2018: unpaged). The strategic pedagogic projects, which last 15 weeks, include an additional £10,000 to fund teaching cover.

Gunn and Fisk (2013) note how 'Many awards state their purpose simply as the recognition and celebration of excellent teachers, whereas others assert the aim of promoting teaching excellence and enabling the dissemination of excellent teaching practice' (2013: 24). At Oxford Brookes (2019), for example, 'Fellowships recognise and celebrate the impact of work you have already done… [and] Brookes Teaching Fellows are expected to share their

best practice with colleagues across the Institution by presenting at the annual Brookes Learning and Teaching Conference and by submitting an article about their work to the Higher Education Journal of Learning and Teaching' (2019: unpaged). Similarly, the University of Birmingham (2013) state,

> The Awards for Excellence in Teaching or Supporting Student Learning scheme aims both to reward individual staff and also to raise the profile of learning and teaching activity throughout the University, through the publicity associated with the nominations and award-giving process. It is also intended that this nomination material will provide a source of information on good practice in teaching and supporting learning that can be disseminated within the Colleges and more widely across the University (2013: 29)

McFarlane (2007) describes how teaching excellence awards have been differentiated to include both teaching and support for student learning, to widen the opportunities for staff to claim excellence. However, they also point out that this 'establishes a boundary that divides the work of 'teachers' from 'learning support staff [which] suggests that many pre-and post-performance responsibilities are largely someone else's responsibility rather than that of the lecturer' (2007: 58). Evans (2000) notes that 'many universities believe that by giving individuals 'excellent teacher' awards others will be encouraged to emulate and standards will rise' (2000: 7) but adds that 'The presence in an institution of one 'excellent' teacher is only significant if all the others have reached a high standard, and prizes won't achieve that' (2000: 7).

Teaching Fellowships, however, are not awarded automatically. In most cases, such as the NTFS, the awards are self-nominated, in others, nominations may come from colleagues and/or students. However, lecturers are not automatically awarded a teaching fellowship through an automated process such as teaching review or appraisal, although they may be encouraged to do so by peers and managers at these points.

It is possible, if not highly probable, that there are excellent teachers who choose not to seek reward and recognition for any number of reasons. They may not feel that they are 'excellent enough' (i.e. Imposter Syndrome). They may decide not to 'play the excellence game' (Fleming, 2016) and choose to avoid the lengthy and complicated process of applying for an award. They may feel that being identified as an excellent lecturer might pigeonhole them into a purely teaching role, or they might see teaching as inferior to research (HEA, 2006). They may prefer to simply do the job of teaching without the need to be heralded as 'better' than their colleagues. Whatever the reason, it is reasonable to conclude that not all excellent

teachers are formally rewarded or recognised via the existing channels. Yet they remain excellent, nonetheless.

Excellent teachers who have not been recognised or rewarded are an under researched group. This offers an opportunity for further research. I revisit this topic in *Chapter 5: Discussion*.

Relationship between Reward and Recognition and Teaching Excellence in Higher education

In Section 1 of this Chapter, I operationalised the concept of Teaching Excellence, and then critiqued the concept from the perspectives of the three primary stakeholders: the teacher, the institution, and the student. In Section 4, I operationalised the concept of Reward and Recognition in HE. These two concepts are the two pillars upon which this research rests, and central to the focus of this project is the possible relationship between them.

Reward and recognition schemes in the private sector have many impacts on staff morale and performance (Zeb et al. 2014). Andriotis (2017), for example, notes that 'the goal of employee recognition in the workplace is to reinforce particular behaviors, practices, or activities that result in better performance' (2017: unpaged). Thus, 'The 'winning' employee that the company recognises will be delighted that their work was noticed and appreciated' (R, 2020: unpaged) and will replicate their 'winning' behaviour. Such behaviour should be disseminated, so that 'When management deliver the… award, they have to be specific as to why [the] employee deserved it and could be either written out or publicly explained' (R, 2020: unpaged). In addition, 'other employees would learn from [the scheme] and work harder' (ibid.) since such schemes 'Cultivate a culture of self-improvement' (Andriotis, 2017: unpaged). Reward and recognition schemes, therefore, incentivise all members of staff to strive for excellence in order to be recognised and rewarded.

Hence, the three main purposes of reward and recognition schemes are to motivate individuals, to disseminate the behaviours necessary to achieve the award, and to incentivise awardees' colleagues (Cacioppe, 1999), and these purposes are equally valid for teaching fellowship awards (Eales-Reynolds, & Frame, 2010). The existence of a teaching fellowship award acts as a motivating factor to encourage staff to develop excellent practice. The dissemination of the reasons for the award illustrates the excellent practice that led to the award. Consequently, awardees' colleagues will be motivated to emulate the practice of

awardees, and learn what is required of them via the published reports of qualifying behaviour.

The relationship between reward and recognition and teaching excellence, therefore, is that teaching excellence award schemes exist:

1) to motivate staff to develop excellent practice
2) to share excellent practice, and through these activities
3) to incentivise other staff to emulate excellent practice in order to achieve an award

The Link between the Model of Teaching Excellence and Reward and Recognition

If Teaching Fellowship schemes recognise and reward Teaching Excellence, then excellent lecturers should possess and display the characteristics contained in my Model of Teaching Excellence. However, it is possible for excellent lecturers to possess some but not all of the characteristics, or to possess most but not all, of to be more proficient in some areas than others. It would be unreasonable, however, to restrict a definition of teaching excellence solely to lecturers who fully possess all the characteristics in the Model.

Consequently, the Model should be seen as a model of teaching *perfection* rather than excellence, and as Busch (2016) argues, it is better to 'Strive for excellence, not perfection' (Busch, 2016: unpaged). To be excellent, a lecturer should possess most of the characteristics, certainly across all three Qualities, and the criteria for reward and recognition schemes should be based on this.

Purpose of Teaching Fellowship Schemes

On the home page of the NTFS website, Advance HE (2019c) state that 'The National Teaching Fellowship (NTF) Scheme celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education' (Advance HE, 2019d). Advance HE also list the 'Benefits of becoming a National Teaching Fellow… for individuals and their institutions' (see Table 9).

Benefits to individuals	Benefits to institutions
Achieving a National Teaching Fellowship is widely recognised in higher education within the UK as well as internationally as a mark of quality.	Offers an extension to university wide individual recognition schemes, as a means to raise the status of teaching and instil pride in the profession and student outcomes.
The award can help 'open doors' to new academic or career opportunities.	Showcases the institution's support of individual teaching excellence and the impact this has on student outcomes.
Award winners join a national community of like-minded professionals who are passionate about teaching excellence.	Enables staff to cross boundaries, collaborating with colleagues in other disciplines and areas of work, across institutions nationally and internationally

Table 9: Benefits of becoming a National Teaching Fellow (Advance HE, 2019d: unpaged)

The omissions here are the benefit to learning and teaching and, of course, the benefits to students. As Collins and Palmer (2004) point out,

> It is a matter of debate as to whether these awards have any effect on raising overall standards of teaching, although of course every HEI would like to have one! The scheme replicates the exclusive celebration of a small number of individuals. The real challenge is guaranteeing the best possible learning experience for all students (2004: 7)

The NTFS site does not discuss how learning and teaching could, and perhaps should, change to encompass the excellence shown by the awardees. As Skelton (2003) maintains,

> If a teaching fellowship scheme is to prosper, it needs to have a clear strategy for educational change. Such a strategy should include as a minimum some reference to the educational values and purposes that inform the fellowship and provide coherence to the collective activities of the fellows. This reference should clarify what type of group the teaching fellows comprise, how they are meant to relate to their colleagues within the institution and/or sector, and what the status of their knowledge is (2003: 189)

As Skelton (2003) also points out, 'teaching fellows, as excellent teachers, are often viewed implicitly as an 'expert group' with the perceived knowledge and experience to disseminate 'good practice' to colleagues' (2003: 189). NTF awardees, however, are not (currently) required to disseminate their practice, despite having to complete a lengthy and detailed application form providing evidence of their excellence. Even the lists of awardees contain only a brief biography.

As academics, it is not unreasonable to surmise that excellent teachers have a familiarity with publishing, and perhaps, as part of the award requirements, they should be required to produce an article defining their particular area(s) of excellence that could be disseminated

as examples of good practice. This would address the suggestion by Jones-Devitt and Quinsee (2018) that 'Aspiring NTFs could produce impact and dissemination plans upon receipt of the award as this could help institutions support applicants effectively to continue their pursuit of learning and teaching excellence' (2018: 25). Thus, while individual awardees may, if they have the opportunity, have some impact on teaching and learning in their own institutions, and possibly, beyond, without some form of wider dissemination the process is rendered sterile at a sectoral level.

Section Summary

In this section, I have explored reward and recognition in the context of intrinsic and extrinsic motivation, including the effects of league tables on institutional performance, and how these constrain and enable staff to practise. I have considered reward and recognition as one end of a spectrum of competence and considered what happens across the rest of the spectrum. I have reviewed the types of reward and recognition available to staff and speculated as to why some staff may not be formally rewarded or recognised for their excellent teaching.

Chapter Summary

In the first section of this chapter, I operationalised the concept of teaching excellence. I do not claim to have generated a definitive definition; rather I have a created a working definition based on existing literature. I realised this definition as a Model of Teaching Excellence, comprised of three Qualities of Teaching Excellence, each of which is made up of three Characteristics of Teaching Excellence. In Section 2, I reviewed the Model from the perspective of three of the key stakeholders in Teaching Excellence: the teacher; the institution; and the student. In Section 3, I explored the history of the policies and initiatives generated by the government and other bodies that have focused on teaching excellence in HE since 1992. Finally, in Section 4, I reviewed the various forms of reward and recognition available and selected the two upon which I have focused in this research.

The purpose of this research is to explore the possible relationship between reward and recognition and teaching excellence. From the literature, I have derived a model of teaching excellence. From the various forms of reward and recognition listed above, I have chosen to focus on NTFs and UTFs, as they are awarded specifically for teaching excellence. In the following chapters, therefore, I compare the Model of Teaching Excellence with the lived experience of a sample excellent teachers, drawn from both the NTFs and UTFs.

Chapter 3: Methodology and Research Design

Introduction

The subject of teaching excellence first became an area of concern in the HE sector in 1997 with the publication of the *Dearing Report*, and the subsequent creation of the ILTHE, which later became the HEA, and is now Advance HE. The *Dearing Report* also introduced PGCerts, and a string of funded initiatives aimed at improving and enhancing teaching, learning, and assessment (e.g. TQEF, LTSN, CETLs, see *Chapter 2: Literature Review*), with its most recent manifestation being the TEF. In addition, the HEA introduced the NTFS in 2000 to recognise and reward individual teaching excellence at a national level, to complement similar university fellowships and awards for teaching excellence.

The one thing that is 'conspicuous by its absence', however, is an explicit, unambiguous definition of teaching excellence. Although studies of teaching excellence abound in the literature (see *Chapter 2: Literature Review*), it remains a contested concept. The first step in this project, therefore, was to create a working definition of teaching excellence. I did this by conducting a meta-analysis the characteristics of teaching excellence as recorded in previous studies (see *Chapter 2: Literature Review*).

The next step was to compare the lived experience of 'excellent teachers' with the model of teaching excellence I had created. To do this, I interviewed teaching staff who have been recognised and/or rewarded for their excellence. I chose to do this at both a sectoral level by interviewing recipients of a NTF, and at a local level by interviewing staff who have been awarded a UTF. Since reward and recognition schemes are not compulsory, it is reasonable to conclude that there are excellent teachers who have not elected to apply for, or been nominated for, a fellowship of any kind. This does not make them any less excellent, but it does render them invisible.

I chose to interview UTFs at three different universities as conducting my research at a single institution seemed restrictive, and limited resources precluded including a greater number of institutions. I also gathered the documentation supporting the UTF awards at each institution, along with their NSS data, to create a multi-level case study for each. These case studies were compared with each other and with the NTFS, to identify similarities and differences in approach to the reward and recognition of teaching excellence, its impact on the recipients, their colleagues, their institution, and their students.

In *Section 1: Ontological and Epistemological Position* of this chapter, I explain my epistemological and ontological position. In *Section 2: Research Design and Methods*, I detail my research design and how I changed from my original intention to conduct sequential mixed methods research to multiple case studies, and justify my selection of methods. I describe the ethics procedure for my project in *Section 3: Ethics*, and outline how I analysed my data in *Section 4: Analysis*.

Section 1: Ontological and Epistemological Position

Introduction and Background

The history of research has been plagued by a conflict between positivist and interpretivist theorists, with each asserting that theirs is the only correct approach, and that the other position is fundamentally wrong. Hurworth (2008), for example, notes that 'more 'scientific' disciplines, such as Psychology and Medicine… are still going through the throes of perceiving qualitative research as a legitimate approach' (2008: 2)[3]. Neuman (2014) goes further by asserting that 'some social scientists treat the differences in the approaches as being at war with one another' (2014: 16), and Aspers and Corte (2019) warn of 'the risk of methodological tribalism' (2019: 143). However, as Cousin (2009) points out, 'scorn for either quantitative or qualitative sources of intelligence is unintelligent, as is the claim that one source of intelligence is superior and more reliable than the other' (2009: 5).

Positivists insist that the purpose of research is to uncover causal relationships between variables and thus to establish laws of society (Romm, 1991). As Corry, Porter and McKenna (2018) point out,

> Comte believed that scientists should focus on confirmable observations of empirical events and this alone should constitute human knowledge. His analogy between the natural and social worlds was not limited to his epistemology. At the ontological level, he assumed that people's actions were subject to social laws in the same way that events in the natural world were governed by natural laws (2018: 3)

Consequently, positivists maintain that the only valid research methods involve gathering large amounts of numerical data and subjecting it to statistical tests. This mathematical model, they argue, preserves the objectivity of the process, in which the researcher exists separately from the analysis of the data and does not affect it in any way (Bryman, 2004).

Conversely, interpretivists insist that the reduction of the complexity of human experience to mere numbers devalues the emotional nuances that separate people. As Buchanan (1998) explains, 'manners, customs, religious observances, taboos and any other complex behavior need to be learned… [and therefore] human practices require a different approach in order to understand their meaning, morality and motivation. From an epistemological standpoint,

[3] As confirmed recently in conversation with colleagues in Biomedical and Forensic Sciences, and Computer Science, both of whom were shocked that I wasn't using an experimental approach, controlling for additional variables, or using a control group.

critics suggest that these differences may account for the limited success of the positivist methodology in explaining human behavior' (1998: 440). While it is possible to imagine a society comprised primarily of people with extremely convergent beliefs and attitudes, where divergence from a core set of deeply held principles is extremely rare, broadly speaking, citizens of the modern world are extremely diverse and unpredictable and are not governed by unchanging universal laws of behaviour (Gilbert, 2008).

In the Positivist paradigm, it is possible to observe and measure the physical world, using the Scientific Method, to develop rules, and to predict future interactions based on them (i.e. gravity). However, even in the scientific world, this does not go unchallenged – the Newtonian universe was overturned by the Einsteinian universe, and then by the Hawking universe in turn (Hawking, 1999), with each scientific 'truth' being replaced by a truth more 'true' than the previous truth. Similarly, the study of quantum theory includes such devices as the Heisenberg Uncertainty Principle, in which sub-atomic particles do not act in predictable, deterministic ways (Wiseman, 2012).

People are less likely to always act according to predicted behaviour patterns, nor will everyone interpret experiences in the same way. Truth is, in this context, relative, or at least, socially constructed. One important illustration of this involves conflicting eyewitness statements, where multiple observers of the same event report different 'truths' (Starkman, 1979).

The choice of which methodology to employ depends entirely on the nature of the endeavour. As Cousin (2009) explains, 'some research questions require a quantitative orientation, including sophisticated statistical analysis; some a qualitative orientation; and some an epistemologically aware mix of the two. It all depends on the problem in hand' (2009: 5). If I were to explore the properties of a grain of sand then I would use scientific methods to determine aspects of its structure, such as opacity, weight, mass, and so on. The results would allow me to classify the grain as belonging to a certain typology (or maybe a new discovery entirely). Whatever the outcome, it would be true.

If, however, as with this project, I wish to explore people's opinions about a socially constructed entity, I cannot simply measure their opinions numerically and try to infer their thoughts. Opinions and perceptions are not facts – they do not exist as precise and concrete, unchanging physical entities. Positivist researchers, who explore social phenomena using purely 'objective' means, such as Likert-scale surveys, may be able to determine how many people think in a particular way, but they will not be able to find out why

(Hammarberg, Kirkman & de Lacey, 2016). There are no independent objective measures of individual perception. The proxy metrics employed by the TEF, for example, do not measure any aspects of teaching excellence (Cuffe, 2019).

I have already established in *Chapter 2: Literature Review* that there is no external, objective, quantifiable concept of Teaching Excellence, and academics offer competing and often contradictory definitions; any notions of its existence are constructed through social interaction. Excellence, including teaching excellence, is as impossible to fix in a finite sense. Consequently, Teaching Excellence is a Social Construction (Creswell, 2003) and its meaning can only be determined through interpretive research. It is an ephemeral, flowing, abstract concept, which is subject to multiple, competing definitions, and like postmodernist thinkers (cf. Lyotard, Derrida, and Foucault), I reject universalist metanarratives of these concepts (Fairfield, 1994) and have adopted Social Constructionism as my Conceptual Framework (Trafford, 2008).

Social Constructionism, however, is very different to Social Constructivism. Where Social Constructivism focuses on individual constructions of reality, Social Constructionism focuses on the creation of reality through sustained and shared social processes (Young & Collin, 2004).

Conversely, various forms of reward and recognition can be identified and listed, regardless of the field in which they are awarded (see *Chapter 2: Literature Review*). The reward and recognition of teaching excellence exists as a primary discourse within the field of higher education. The HE sector has reified the concept of reward and recognition of teaching excellence and has internalised it (almost) uncritically as a ‘good thing’ in its own right. The existence of the NTFS and the way in which it is held in high esteem nationally, speaks volumes about the place held by reward and recognition of teaching excellence. The concept is so deeply internalised in the collective psyche of the sector that opposition is barely countenanced, and competing discourses are rare (cf. Evans, 2000; Taylor, 2007; Saunders & Ramirez, 2016). Therefore, HE is, as Lyotard would suggest, trapped in the ‘hegemony of the metanarrative’ (Fairfield, 1994: 58).

The best I can hope for as a researcher is to gather opinions from research participants and to look for similarities and differences. It may be that some overlap exists between different participants’ interpretations of their experiences; however, it is equally likely that there are at least as many differences as there are similarities. I can only report their ‘truths’, both unique and overlapping. However, it may be the case that a single comment by a single individual

contains more insight than the combined observations of all the others. The importance of a single response which does not 'fit' with the majority of responses would be lost in a positivist world, where 'truth' is usually measured to a statistical probability, and as long as $p <= 0.01$ (or more frequently $p <= 0.05$) then scientists can be reasonably sure that they have 'the answer' and discount the outlying response. However, many of the most far-reaching social changes throughout history have resulted from the vision and activities of individuals, such as Gandhi, Martin Luther King Jr, Einstein, and Marx (Skiena & Ward, 2013).

Hence, rather than taking a positivist deductive approach, in which data is collected for the purpose of testing a hypothesis in a highly structured manner, I took an interpretivist inductive approach, which allowed me to 'use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data' (Thomas, 2006: 238). I used Thematic Analysis to code the data into themes 'without trying to fit it into a pre-existing coding frame, or [my] analytic preconceptions' (Braun & Clark, 2006: 12).

Validity, Reliability, and Generalisability

The three main tests of rigour for quantitative research are Validity, Reliability, and Generalisability (McLeod, 2013; Mujis, 2004). These tests, however, rely primarily on statistical tests performed on numeric data. This approach is, therefore, unsuitable for qualitative research, and some debate exists in the research community over whether or not these concepts apply to qualitative research or not, and if they do, how should they be measured and demonstrated (Leung, 2015).

Noble and Smith (2015), however, argue that Validity, Reliability, and Generalisability in quantitative research are measures of credibility, and credibility in qualitative research can be evaluated using analogous terms. Thus, as shown in Table 10, Validity is replaced by Truth Value, Reliability by Consistency, and Generalisability by Applicability.

Quantitative research terminology & application to qualitative research	Alternative terminology associated with credibility of qualitative research
Validity The precision in which the findings accurately reflect the data.	**Truth value** Recognises that multiple realities exist; the researchers' outline personal experiences and viewpoints that may have resulted in methodological bias; clearly and accurately presents participants' perspectives.
Reliability The consistency of the analytical procedures, including accounting for personal and research method biases that may have influenced the findings.	**Consistency** Relates to the 'trustworthiness' by which the methods have been undertaken and is dependent on the researcher maintaining a 'decision-trail'; i.e. the researcher's decisions are clear and transparent. Ultimately an independent researcher should be able arrive at similar or comparable findings. Neutrality (or confirmability) Achieved when truth value, consistency and applicability have been addressed. Centres on acknowledging the complexity of prolonged engagement with participants and that the methods undertaken and findings are intrinsically linked to the researchers' philosophical position, experiences and perspectives. These should be accounted for and differentiated from participants' accounts.
Generalisability The transferability of the findings to other settings and applicability in other contexts.	**Applicability** Consideration is given to whether findings can be applied to other contexts, settings or groups.

Table 10: Terminology and criteria used to evaluate the credibility of research findings (Noble & Smith, 2015: 34)

In relation to Truth Value, I recognise that 'multiple realities exist' by acknowledging that no single definition of teaching excellence exists and that while the perspectives of the participants and their respective institutions may overlap in some areas, they diverge in others.

To address Consistency, I clearly describe, explain, and defend my decisions throughout the research. As I constructed case studies from three universities plus the NTFs using the same data collection methods, I used Data Triangulation which Denzin (2012) describes as gathering data from multiple sources. Analysis of the data highlighted the similarities and differences between attitudes and approaches at the three institutions and the NTFS, which further refined the concept of teaching excellence. Should other researchers repeat the entire process, they should arrive at broadly similar decisions.

The concept of Applicability is addressed through the construction of multiple case studies (Stake, 2006), the findings of which will be applicable to the wider population. Polit and Beck

(2010) refer to this as Transferability, and note how researchers provide 'provide detailed descriptions that allow readers to make inferences about extrapolating the findings to other settings… [And that] It is the readers and users of research who "transfer" the results' (2010: 1453).

Section Summary

I am seeking to explore the relationship between Reward and Recognition and Teaching Excellence. As teaching excellence is a social construct, I have chosen Social Constructionism as a conceptual framework. Hence, I am taking an inductive approach to develop greater understanding through analysis of interviews with excellent teachers who have been recognised and rewarded with teaching fellowships for demonstrating teaching excellence.

Section 2: Research Design and Methods

Introduction

My research design and selection of methods fit with my epistemological and ontological position as described in the preceding section. I had originally intended to take a sequential mixed methods approach, and had adopted a three-stage design in which each stage was informed by the preceding stage:

Stage 1 was a sectoral overview of teaching excellence. This stage involved collecting qualitative data through interviews with NTFs. Invitations were sent to all NTF awardees via the NTFS mailing scheme.

Stage 2 was the creation of four case studies (i.e. an NTFS case study plus three institutional case studies, each of which was comprised of interviews with excellent teachers, analysis of teaching excellence criteria used in the judging of applications for local teaching excellence awards, and student data in the form of NSS scores for the participating institutions).

Stage 3 was a quantitative online survey. To further explore the view of teaching excellence at a sectoral level, a survey was distributed to all teaching staff at UK institutions. The questions were informed by the analysis of data collected as described above, plus a single open question. The questionnaire was created using the *Jisc Online Survey* platform (formerly the *Bristol Online Survey*) (Jisc, 2019), and was distributed to the sector via the HEDG email list. However, as only 13 responses were received, the survey was abandoned for this project. It is possible that use of the HEDG mailing list did not reach sufficient proportion of the population, and that a different mailing list might have proved more effective. Unfortunately, insufficient time and resources prevented a second attempt at distribution. However, this does provide an opportunity for a later study. The absence of this data had only a minor impact on the project and did not affect the overall findings.

Subsequently, I adapted my design to multiple case studies (Starman, 2003).

Case studies

To compare approaches to, and definitions of, teaching excellence between institutions, I created case studies at each of the three universities (anonymised as UNIA, UNIB, and UNIC). Each case study is comprised of interviews with UTFs, plus the associated documentation containing the criteria of excellence for each, along with NSS data. Gatekeepers at each of the participating universities provided the documents detailing criteria of excellence for institutional teaching fellowship schemes. Yin (2013) warns of the 'disappointment regarding the actual availability, quality, or relevance of the case study data' (2013: 3), and I faced several challenges in identifying and accessing institutions to take part in this research. I also created a fourth case study for the NTFS (called NTFS) which includes criteria of excellence but excludes NSS data.

Yin (2009) states that,

1. A case study is an empirical inquiry that
    - investigates a contemporary phenomenon in depth and within its real-life context, especially when
    - the boundaries between phenomenon and context are not clearly evident [and]
2. The case study inquiry
    - copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
    - relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
    - benefits from the prior development of theoretical propositions to guide data collection and analysis (2009: 18)

In my case, the phenomenon is teaching excellence, and my focus is to discover the real-life experience of excellent teachers. My case studies were comprised of various sources of evidence: interviews; documentary analysis of teaching excellence criteria; and student survey data. In addition, the Model also functions as 'prior development of theoretical propositions to guide data collection and analysis'. Merriam (1998) also recommends the use of frameworks derived from the literature.

As Neuman (2014) explains, 'case studies enable us to link micro level, or the actions of individuals, to the macro level, or large-scale structures and processes' (2014: 42). Similarly, Baxter and Jack (2008) observe that,

> qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (2008: 544)

A central criticism of case studies, however, is that they lack generalisability, yet as de Saint-Georges (2017) points out, 'When researchers criticize case study research for its lack of ability to be generalized, they in fact very often have only one specific logic of generalizing in mind: statistical or probabilistic logic' (2017: 96). However, as I noted in Table 10, generalisability is a facet of quantitative research, and a more appropriate term for qualitative research is applicability (Noble & Smith, 2015). Tsang (2014) goes further, stating that 'Contrary to the prevailing view that case studies are weak in generalizability, the results of case studies can be more generalizable than those of quantitative studies' (2014: 372).

Similarly, Bassey (1981) refers to 'relatability', and argues that if case studies 'are carried out systematically and critically, if they are aimed at the improvement of education, if they are relatable, and if by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research' (1981: 86).

As noted above, rather than rely on a single case study at my own institution, as cautioned against by Blaxter, Hughes and Tight (1996), which could have been criticised for researcher bias and partiality, I conducted four case studies (including the NTFS). As Gustafson notes,

> 'the benefits with a multiple case study are that the writer is able to analyse the data within each situation and across different situations. The writer studies multiple cases to understand the similarities and differences between the cases and therefore can provide the literature with important influences from its differences and similarities. Other benefits are that the evidence generated from a multiple case study is strong and reliable and the writer can clarify if the findings from the results are valuable or not. It also allows a wider discovering of theoretical evolution and research questions. When the suggestions are more intensely grounded in different empirical evidence, this type of case study [can] then create a more convincing theory' (2017: 11)

In addition, I decided to conduct multiple case studies as this demonstrates that the 'more cases that can be marshalled…, the more robust are the research outcomes' (Rowley, 2002: 21), and that 'in a multiple case study the researcher studies multiple cases to understand the similarities and differences between the cases' (Gustafson, 2017: 9).

Sampling Excellent Teachers

In the vast majority of research, it is impractical to gather data from the entire population of people or organisations of interest, and consequently, researchers usually select a sample using a suitable strategy that maximises how representative it is of the full population (Blaxter, Hughes & Tight, 1996). The most effective means to ensure a fully representative sample is to use probability (i.e. random) sampling (Blaxter, Hughes & Tight, 1996). This method can only be used when the researcher has access to all members of the population and each member has an equal probability of being selected. In many cases, however, this is either impractical or unavailable and the researcher must use a non-probability sampling method (Trochim, 2006).

As one of my stated aims of this project is to compare and contrast the Model of Teaching Excellence, that I constructed as part of my Literature Review, with the lived experience of excellent teachers, I needed to identify a population of excellent teachers from which I could draw my sample. Since I wanted to explore the attitudes of excellent lecturers, and how they experienced the reward and recognition of teaching excellence, both nationally and locally, I needed two populations of excellent teachers. As I am focusing specifically on *teaching* excellence rather than any other aspect of academic performance, I decided to contact lecturers who had been awarded teaching fellowships. Nationally this meant the NTFS, which is administered by the HEA (HEA, 2015), and at the local, institutional level, this meant UTFs (which have different names at different institutions) at three participating institutions.

Restricting the number of participating institutions to three was primarily a pragmatic decision as this generated a total of 26 participants (i.e. NTF=5, UTF=21 (UNIA=7, UNIB=9, UNIC=5)). The volume of data generated was considerable and the resources necessary to transcribe and analyse the data were limited. In addition, a greater number of participants would have resulted in data saturation, which Guest, Bunce and Johnson (2006) define as ‘the point in data collection and analysis when new information produces little or no change to the codebook’ (2006: 65). By the end of the analysis, it was clear that data saturation had been reached across the total sample (i.e. both NTF and UTF) as no new themes were generated, although each group of participants generated a number of small individual and institutional differences.

Also, as Crouch and McKenzie (2006) explain, ‘if anything is being “sampled”, it is not so much individual persons “of a kind”, but rather variants of a particular social setting (the real

object of the research in question) and of the experiences arising in it' (2006: 493). Thus, the sample of excellent teachers in this study provided their own experiential variants of the relationship between reward and recognition and teaching excellence.

The limitation of this sampling method is that awards for teaching excellence are only awarded to those teachers who apply for them. It may well be that there are unrecognised and unrewarded excellent teaching staff who, for whatever reason, have not chosen to put themselves forward for an award. These staff, however, I regard as *anecdotally excellent* rather than *demonstrably excellent*, as measured against award criteria, and are therefore unsuitable as participants in this project.

Interviews

Having developed an ideal Model of Teaching Excellence, I wanted to compare and contrast this Model with the lived experience of lecturers who had been labelled as excellent teachers at either national (via the NTFS) or institutional level (via a UTF). Collecting perceptions of, and reflections on, teaching excellence from excellent teachers using a survey containing closed questions would have been inappropriate (Gilbert, 2008). Consequently, I chose to employ qualitative research methods to collect data from participants.

However, I rejected focus groups for practical purposes, and to preserve the participants' perspectives. A focus group is not simply a group interview. The dynamics that might flow during a focus group, with participants inspiring and encouraging each other, leads to much greater insight than asking a question that is answered by each participant in sequence. Ideally a focus group should be comprised of between six and eight participants, and ideally the facilitator should ensure that all voices are heard by carefully managing any participant who dominates the conversation while encouraging those less vocal (Gilbert, 2008).

From a practical standpoint, arranging focus groups with the NTFs presented a significant challenge due to their availability, and the unlikelihood that enough Fellows would be available at a mutually convenient time to meet. This would be true for meeting in either in a single physical location (with the associated costs of reimbursement for travel and refreshments), or online via web conferencing software such as Adobe Connect (Adobe Connect, 2017) (with the accompanying technical issues). Similarly, although UTFs are less likely to be geographically distant, focus groups were rejected, as participants may have felt

less inclined to speak freely in the presence of others or may have modified their personal beliefs to fit those of the group (Milena et al., 2008).

I therefore decided to conduct individual interviews. Eschewing the highly structured nature of interviews in quantitative research, which are, according to Cousin, 'essentially face-to-face surveys where mainly closed questions are asked' (2009: 71), and as such they are too rigid and leave no room to explore interesting, often unanticipated topics as they occur during the interview. Interviews in qualitative research are more flexible and allow for a degree of exploration that is impossible when adhering strictly to a predetermined set of questions (Best, 2012).

I also decided against unstructured interviews as the data, while rich, could potentially be too diffuse to derive any clear meaning. Unstructured interviews are, essentially, lightly guided conversations around a central theme, where the interviewer allows the interviewee to speak at length about the topic, including diversions and digressions (Cousin, 2009). As Zhang and Wildemuth (2009) explain, 'Unstructured interviews are not useful when you already have a basic understanding of a phenomenon and want to pursue particular aspects of it. If your research goals are well-defined, then you can use other methods (e.g. semi-structured interviews or surveys) to collect the needed data more efficiently' (2009: 9).

Consequently, I elected to conduct semi-structured interviews, which allowed for a flexible structure (Best, 2012), and while I prepared a list of questions in advance this acted as an *aide memoire* (Hamill, 2014), which helps the interviewer to keep the interviewee focused on the topic. The interviewer uses the questions to ensure that all the key topics are covered in the interview, but the list is neither wholly prescriptive nor comprehensive, and the interviewer has the freedom to vary the questions, include additional prompts, and follow-up interesting areas as they occur (Cousin, 2009).

All interviewees, both NTF and UTF, were asked the same set of questions:

1. Please tell me what 'teaching excellence' means to you
2. Please tell me how closely my model of teaching excellence matches your experience
3. Please tell me what motivates you to be an excellent teacher
4. Please tell me about your award
5. Please tell me what impact this had on you

6. Please tell me if you have changed your behaviour as a consequence of receiving the award
7. Please tell me what impact this had on your departmental colleagues
8. Please tell me what impact this had on your managers
9. Please tell me what impact this had on your students
10. Is there anything else you'd like to tell me about your perception of teaching excellence?

This consistency facilitated comparison between the responses. Nevertheless, each interview was unique insofar as they were very relaxed and conversational in tone, allowing the participants to feel comfortable enough to speak freely. In addition, each participant raised different points and the consequent prompts and investigatory supplementary questions differed for each interview.

The first two questions were designed to elicit participants' views about teaching excellence. Question 3 was specifically included to offer participants to admit voluntarily whether they were motivated by the award to act in an excellent way in order to qualify. Question 4 was designed to provide context and illustrate the variety of activities for which teaching awards are made. Questions 5 to 9 were designed to explore the impact of receiving an award, both on the recipient and on others, and the final question was a generic 'anything else you want to add' question.

The decision to offer interviews via Skype or telephone to participants was a purely practical one, recognising both my own resource limitations and the restricted availability of the participants (Holt, 2010; Irvine, 2011). As NTFs are geographically dispersed, face-to-face interviews on location were, except serendipitously, impractical, and I therefore conducted most of the interviews via Skype or telephone.

In addition, while face-to-face interviews with institutional teaching fellows is preferable, this is only feasible where a number of interviews can be scheduled on one or two days to reduce the cost of travel. Hence, the offer of interviews via Skype or telephone recognised the difficulty involved in sequencing academics with competing priorities on the same day. Furthermore, while Fielding and Thomas (2001) and Berg (2009) note that telephone interviews lack the visual element of communication, this is not true of Skype conversations, or other video conferencing solutions (Gilbert, 2008).

Invitations to NTFs to participate in interviews were distributed via the NTFS email list, which resulted in five responses. Gatekeepers at two of the three participating institutions arranged interviews with UTFs on site, and interviews were conducted via telephone at the third. Interviewees were asked to allow an hour for each interview, although interviews ranged in duration from 30 to 50 minutes, regardless of the medium.

Observation

Many forms of observation are described in research methods textbooks, but most describe the characteristics of overt and covert observation, and the extent to which the observer becomes involved in the group being observed (i.e. Complete participant; Participant as observer; Observer as participant; and Complete observer (Berg, 2009, pp. 80-81)).

Covert observation, where the observees are unaware that they are being observed, is widely regarded as ethically questionable (Berg, 2009), except in the most extreme circumstances, although participants may alter their behaviour when they know they are being observed (i.e. the Hawthorne Effect (Best, 2012)).

Participant observation, though, generally involves the researcher embedding themselves in the cultural practices of the group of people they are researching. This practice is widely used in anthropology where researchers live with, for example, indigenous peoples, who are unaffected by modernity, to determine their social structure and relationships (Malinowski, 1922).

In theory it is possible that some form of observation could have been employed in gathering data for this project but that would most probably have involved observing a selection of lecturers who have been defined, through a process of reward and recognition, as being excellent, and comparing findings with those from a group of lecturers who have not been so defined. There are, however, some difficulties with this approach, not least of which is the fact that reward and recognition of teaching excellence is something that is usually applied for by the lecturer. Therefore, it is possible to observe an excellent lecturer who has not applied for recognition or reward, yet is as excellent as their colleagues who have. Even if accounting for this eventuality were possible, it would be difficult to distinguish between excellent and ‘very good’ teaching – without an objective definition against which to measure, something which may never be achieved. A further obstacle is resources, since the number of hours of observation of a satisfactory number of lecturers (both excellent and not) delivering teaching sessions, of a variety of formats (i.e. lectures, seminars, lab

sessions, and so on, plus any related pastoral activities), across three institutions is not feasible for the present study, although this may offer an opportunity for further investigation.

I had also considered including an ethnographic approach (Garfinkel, 1967), which is described by Best (2012) as 'studying small groups of people in their natural setting in order to gain a fuller and clearer understanding of the meanings of their actions' (2012: 117). However, this would have involved observing both those lecturers who have been identified as excellent and those who have not. Ultimately, I rejected this approach, as I am interested in the views and opinions of the lecturers themselves rather than my own appraisal of their classroom performance (which is only one element of teaching excellence).

Section Summary

In this section, I have stated my epistemology and ontology, outlined my research design, and explained and defended my chosen methods. Using this design, I was able to collect the data necessary to address my research questions.

Section 3: Ethics

Introduction and Background

Obtaining ethical approval is a fundamental pre-requisite for research projects and has been so for decades. Interspersing the history of research are several research projects with unethical approaches that ethics committees would almost certainly not approve today. Examples include the Laud Humphreys research into the 'Tearoom Trade' (Babbie, 2004; Best, 2012), the Stanford Prison Experiment (Zimbardo, 2017), and Milgram's (1963) study into obedience (Berg, 2009).

Ethics approval acts to protect both the research participants and researchers equally (Blaxter, Hughes & Tight, 1996). The ARU ethics committee withheld ethical approval from a previous study of mine, for example, when one of my proposed data collection methods was to interview homeless people on the street, as they felt this placed me in a position of potential harm. The Social Research Association (2003) also advises researchers to 'minimise the risk of physical and/or mental harm to themselves or their colleagues' (2003: 24).

To prepare for participant recruitment for this project, I completed two online courses on ethical research (see *Appendix C: Epigeum Research Ethics Certificate*):

- Ethics 1 – Good Research Practice
- Ethics 2 – Working with Human Subjects

These courses are provided by *Epigeum* (Epigeum, 2017), which is a subsidiary of the University of Oxford, and form part of the mandatory training for PhD students at my institution, without which I could not obtain ethics approval (ARU, 2014).

Ethics Approval

The ethics system in place when approval was sought for this project involved three stages and full ethical approval was only required if the project involved one or more elements of high-risk methods (ARU, 2017). I completed the checklist on the Stage 1 Ethics Application Form and answered 'yes' to three of the questions:

16 Involve colleagues, students, employees, business contacts or other individuals whose response may be influenced by your power or relationship with them?

17 Require the co-operation of a gatekeeper for initial access to the human participants (e.g. pupils/students, self-help groups, nursing home residents, business, charity, museum, government department, international agency)?

22 Involve direct and/or indirect contact with human participants?

This placed me in Risk Category 2 research, for which 'formal ethical review is required. This research is classified as lower risk, meaning light-touch ethical review is required' (ARU, 2014). However, as this project only involved collection of data from adult professionals via interviews and an online survey, I was only required to address these points and submit my proposal to the Departmental Research Ethics Panel (see *Appendix D: Stage 1 Ethics Proposal*). As my research did not fall into Risk Category 3, it was not necessary for me to continue to Stage 2 of the approval process.

In line with standard ethics procedures, I provided a Participation Information Sheet (PIS) describing the project and participants' involvement in it (see *Appendix E: Participant Information Sheet*), and a Participant Consent Form (PCF) (see *Appendix F: Participant Consent Form*), which participants sign to indicate that they have given informed consent and have the right to withdraw from the data collection process without penalty.

Gatekeepers

As my project includes case studies at other universities, I requested that the other institutions should provide gatekeeper letters, confirming that I had access to their teaching fellows and associated documentation (O'Connell Davidson & Layder, 1994). I did not require a gatekeeper *per se* to contact NTFs, although my invitation to participate was distributed to the NTFS mailing list on my behalf.

The contacts at the participating institutions acted as gatekeepers. I was able, therefore, to submit introductory text, a briefing note (see *Appendix G: Briefing Note – Towards a Definition of Teaching Excellence*), the Participant Information Sheet and Participant Consent Form to them. The contacts then obtained signed gatekeeper letters via their legal departments that they returned to me so that I could proceed with data collection (see *Appendix H: Gatekeeper Letter*). With the assistance of the gatekeepers, I was able to arrange interviews with staff at the participating institutions who had received a UTF. Along with the gatekeeper letters confirming that I had access, I also submitted a draft interview

schedule (see *Appendix I: Draft Interview Schedule*) with the ethics proposal form. Once all the necessary forms were completed and submitted, the committee approved my application (see *Appendix J: Ethics Approval*).

The online sectoral survey also contained information from the PIS and a compulsory question asking the respondent if they had read it and advising them that continuing with the survey indicates their informed consent and agreement to participate (Gilbert, 2008). As with the interviewees, participants were advised that, should they feel any discomfort, they had the opportunity to stop completing the survey at any stage, and to withdraw from the project at any stage without penalty.

Anonymity

In line with institutional guidelines, and good research practice in general, all interview participants were assured of both their own anonymity and that of their institutions (which were labelled as NTFS, UNIA, UNIB, and UNIC). Simply not mentioning names is not sufficient to ensure anonymity, as descriptions of the institution combined with demographic details can result in identification. Consequently, I do not include any information in this thesis that might indicate the identity of individuals or the universities at which they work (Bell, 2010).

Confidentiality and Storage of Data

In addition to protecting participants' identities, I also took steps to protect the confidentiality of their data in a variety of ways. For example, participants who were interviewed in person were provided with hard copies of the PIS and PCF. Their signed PCFs were stored in a lockable drawer. The PCF and PIS were emailed to participants who were interviewed via Skype or telephone. Some participants returned signed hard copies of the PCF, which were stored as described above, while others sent emails confirming their consent to participation.

All interviews were recorded digitally, which is considerably more efficient than tape-recording (Berg, 2009). Face-to-face and Skype interviews were recorded using an app on my iPhone called *Voice Recorder (Free)* (TapMedia Ltd, 2016) but since the telephone interviews were conducted using my iPhone, they were recorded using the same app on my iPad. Having previously experienced equipment failure during the primary data collection phase of my Master's degree, I ensured that the equipment was functioning correctly (Cornell University, 2005). At the conclusion of the interview, the recording was uploaded,

via the app, to a secure, password-protected, cloud storage platform (i.e. a *Dropbox* account), from which it was saved into a password-protected folder on my institution's server. Once the audio file had been saved onto the server, the recordings were deleted from both the device and *Dropbox*.

The recording devices were an iPhone and an iPad, both of which are protected by a four-digit pin, which is more protection than is usually offered by a standard digital recorder. The recordings were also stored briefly in *Dropbox*, which is as equally secure as the university's server (Winder, 2016; Henry, 2014). I transcribed the recordings although I did not use verbatim transcription (Corden & Sainsbury, 2006). I am using Thematic Analysis rather than Conversational Analysis or Discourse Analysis and, consequently, I had no need for transcriptions containing 'natural speech' (Antaki, 2008). Nevertheless, the transcription process itself acted as part of the analysis as it involves a stage in becoming increasingly acquainted with the data.

The interviews were both transcribed and analysed using NVivo 12, which involved importing the files into an NVivo project. However, the project and the data are stored on the university server and protected by a username and password. Although NVivo has the functionality to add other individuals to the project, I further maintained confidentiality by restricting access to myself. I therefore have sole access to the interview data.

Student survey data, in the form of NSS data, is already anonymised by Ipsos Mori, who administer the survey on behalf of HEFCE (Ipsos Mori, 2017).

Section Summary

I have therefore taken all necessary steps to ensure that I have complied with all ethics requirements and that I have safeguarded the safety and well-being of the research participants, and I have protected their anonymity and the confidentiality of the data.

Section 4: Analysis

Introduction

As this project contained both qualitative and quantitative data, I used analysis methods that were appropriate to each, assisted by computer software. I used both Excel and SPSS to manage and analyse the quantitative data, and the CAQDAS (Computer Assisted Qualitative Data Analysis Software) (Fielding & Warnes, 2012) software I selected was NVivo 12, which is manufactured by QSR International (QSR, 2017). I chose these programs as I am familiar with them, having worked with them professionally for over 15 years. In addition, I taught SPSS and NUD*IST[4] / NVivo to undergraduates as part of a compulsory Social Research Methods module for six years and continue to teach NVivo to PhD students and members of staff.

Qualitative Data

Qualitative data for this project was gathered from a variety of sources:

- Staff Data – Interviews
    - National Teaching Fellows
    - University Teaching Fellows
- Institutional Data
    - Documents detailing criteria for teaching awards
- Student data – Secondary Sources
    - Student-led award nominations

Transcription of recorded interviews is a *de facto* assumption for some commentators (cf. Berg, 2009; Best, 2012; Bryman, 2004), while others note that transcription is not always necessary and coding the audio is acceptable (Blaxter, Hughes & Tight, 1996; Cousin, 2009; Gilbert, 2008). Some researchers suggest that transcription 'should be seen as 'a key phase of data analysis within interpretative qualitative methodology'' (Bird, 2005: 227), and Braun and Clarke (2006) note that transcription should be recognised as an *interpretative* act, where meanings are created, rather than simply a mechanical one of putting spoken sounds on paper' (2006: 16 [emphasis in original]). Braun and Clark (2006) recommend verbatim

[4] 'Non-numerical Unstructured Data Indexing, Searching and Theorizing' – a companion to NVivo

transcription, and Cousin (2009) notes that 'most transcripts are verbatim and include pauses, repetitions and idiomatic expressions (such as "innit" or "you know")' (2009: 91).

I interviewed five NTFs and interviewed 21 UTFs at the three participating universities. Consequently, in total, I conducted 26 interviews. Interviews were transcribed in full (albeit not verbatim), and illustrative quotes were preserved to illuminate key points and indicate the thinking behind the analytic process. As Braun and Clark (2006) suggest, I chose 'particularly vivid examples, or extracts which capture the essence of the point… without unnecessary complexity' (2006: 23). However, I did take Cousin's advice that they should 'not look laundered or cherry-picked' (2009: 91). Following advice from Harrison et al. (2017), I made sure that 'generating inductive reasoning and interpretation rather than testing hypothesis [took] priority' (2017: 7).

Like Wood and Su (2017a),

> Interview questions were used as a framework of analysis that (a) gathers what we see to be the salient issues and questions on the topic of teaching excellence; (b) guides and informs the data analysis; and (c) provides an analytical structure for the following data analysis section (2017a: 11)

Insider Researcher

As part of my normal duties as a research fellow, I undertook a research project to evaluate the impact of reward and recognition schemes administered by my department. The schemes evaluated were the UTF scheme, the Learning and Teaching Project Award Scheme (LTPA), and the Vice Chancellor's Award scheme (VCA). This institutional review included interviews with Deputy Deans and Directors of Learning and Teaching, and survey data collected from LTPA recipients and recipients of the VCA. I also interviewed seven UTFs about their award and the impact it had on them, all of whom agreed for their responses to be included as part of this project and signed a Participant Consent Form to that effect. I reported the findings of this project internally in a report entitled, *Evaluation of Award Schemes* (Warnes, 2016b).

Not having a teaching excellence award myself, I did not initially consider myself an insider researcher as I 'do not belong to the group under study' (Unluer, 2012: 1). Similarly, while I was familiar with participants at my own institution, I had no power or authority over them. However, all participants, both NTFS and UTF, including professors, appeared prepared to

answer all my questions in an honest and open manner, frequently offering unsolicited criticisms, often severe, of their current or previous institutions. Naturally, I treated any sensitive or privileged information I received with the same level of anonymity as required by research ethics (Unluer, 2012: 2).

It became clear, therefore, that my role as an academic researcher put participants at their ease as we were all operating within the shared conception of the 'academic'. Many of the participants treated the ethics documents which formalised their anonymity and confidentiality as a mere formality. The participants were, on the whole, extremely forthcoming in their responses. As we shared similar experiences of university life, we spoke the same language. In addition, I used anecdotes to illustrate my understanding of participants' experiences and was able to quickly build a rapport and establish a sense of mutual trust (Bell, Fahmy & Gordon, 2016). My experience was similar to Bonner and Tolhurst (2002), who described some of the benefits of being an insider-researcher as including 'having a greater understanding of the culture being studied; not altering the flow of social interaction unnaturally; and having an established intimacy between the researcher and participants which promotes both the telling and the judging of truth' (2002: 2-3). Within the safe space of the research interview, all participants tacitly chose to adopt a *Chatham House Rules* approach to the interviews (Chatham House, 2019).

As an experienced researcher, I am confident that no element of researcher bias crept into the interviews (Gilbert, 2008) as although I have managed the LTPA scheme for many years, I was not, at that time, on the panel that decides which applications are accepted or rejected. I am not involved in the other reward and recognition schemes, including the UTF scheme. There were, therefore, no conflicts of interest, and participants' decisions to take part were not influenced by any power relationships.

I asked the questions and listened to the answers, prompting respondents to elaborate where necessary (Fylan, 2005). If anything, the main disadvantage of being an insider researcher was that participants assumed a level of subject-specific knowledge that I simply did not possess, or would veer off into lengthy descriptions of off-topic subjects, which meant that I had to steer them back on course (Fylan, 2005).

Given that my research background has included recognising and rewarding teaching excellence, I found some of the unanticipated negative responses challenging. In one interview, for example, the participant became very distressed and tearful when recalling the bullying behaviour of colleagues. I immediately offered to terminate the interview, but the

participant recovered quickly and insisted on completing the interview. This experience made me appreciate the importance of the ethics process, even in projects where seemingly innocent enquiries may result in distress for the participant. I was relieved that I had the knowledge to offer to terminate the interview, even though this ultimately proved unnecessary.

Institutional Data

As noted above, in the absence of a universal definition of teaching excellence, universities define criteria for UTFs based on local proclivities. Documents were obtained from each of the participating institutions and comparison of these documents revealed the similarities and differences between universities.

One key source of information about student attitudes towards teaching excellence are the results of the NSS. While I had originally intended to analyse both the scores for the quantitative questions, and the qualitative free text comments, participating institutions were not prepared to give me access to the free-text comments, despite assurances of anonymity. Similarly, another valuable source of students' opinions about excellent teaching are student-led award nominations (Lubicz-Nawrocka & Bunting, 2018), but I was only able to source these from one institution.

Thematic Analysis

I used Thematic Analysis to determine the themes, or codes, derived from the various texts, and to further address concerns over the trustworthiness of the research (Nowell et al., 2017). Braun and Clark (2006) describe Thematic Analysis as 'a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail' (2006: 6). Unlike other analytical methods I had considered (such as Conversational Analysis, and Interpretive Phenomenological Analysis, which are highly structured, or Grounded Theory, Discourse Analysis, or Narrative Analysis), Thematic Analysis is 'independent of theory and epistemology, and can be applied across a range of theoretical and epistemological approaches' (Braun & Clark, 2006: 4).

Braun and Clarke (2006) describe thematic analysis as a six-stage process (see Table 10). In the first stage of this model, the researcher reads and re-reads the data (i.e. interview or

focus group transcripts) several times to immerse themselves in the voices of the participants and 'get a feel' for the meaning of their responses. During Phase 2, the researcher codes segments of text (e.g. paragraphs, sentences, phrases, or individual words) as they occur in the data. These initial codes are then grouped into themes in Phase 3, which are reviewed in Phase 4 to merge, delete, rename and otherwise refine the themes into a coherent analysis in Phase 5, from which, in Phase 6, a report can be derived. A theme is defined by Braun and Clark (2006) as something which 'captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set' (2006: 10).

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic "map" of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Table 11: Phases of Thematic Analysis (Braun & Clark, 2006: 16)

Production of themes in this manner is conducive to exploring the social construction of teaching excellence as thematic analysis 'can be a constructionist method, which examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society' (Braun & Clark, 2006: 9).

Coding, according to Sutton and Austin (2015), 'refers to the identification of topics, issues, similarities, and differences that are revealed through the participants' narratives and interpreted by the researcher. This process enables the researcher to begin to understand the world from each participant's perspective' (2015: 228). Coding can be done by hand on a hard copy of the transcript, by making notes in the margin or by highlighting and naming

sections of text. More commonly, researchers use qualitative research software (e.g. NVivo) to help manage their transcriptions (Fielding & Warnes, 2012).

The process of coding in NVivo results in the creation of Nodes, which are new documents into which thematically coded data is collected. Initially I generated these codes 'on-the-fly' as I moved methodically through each interview. Where themes were common across interviews, I applied the codes as appropriate. However, as it is quite normal to produce a long, unstructured list of themes (Bryman, 2004), the next step in the process was to inspect the Nodes to determine whether any were so similar that they could be merged into a single theme. Next, the Nodes were reviewed to group similar themes under overarching themes to create a hierarchical structure that reflects the topics raised by the interviewees (Gilbert, 2008). The final hierarchy of the Nodes acted as a structure for writing up the findings, with each Node roughly equivalent to a paragraph of text, each of which addresses an important aspect of the findings (Bryman, 2004).

Using this method, I generated a synthesis of teaching excellence based on the views of the interviewees, each of whom is, by definition, an excellent teacher, and who are, therefore, qualified to speak with some expertise. Analysis of the interviews also revealed how far, and to what extent, the lived experiences of the excellent teachers match the Model of Teaching Excellence derived from the literature. In addition, I identified what motivates teachers to achieve excellence, and whether reward and recognition schemes act as a motivating factor.

Quantitative Data

Quantitative data for the institutional case studies was gathered from the National Student Survey. The scores for the quantitative questions of the NSS (i.e. Questions 1-21) were averaged over three academic years, and analysed for each university to illustrate the institutional positions. Quantitative NSS data for all universities is available from the government website, *Unistats* (Unistats, 2017).

Section Summary

I am confident that I selected appropriate methods to analyse both the quantitative and qualitative data collected as part of this project. The decision to use computer software to assist in the process of analysis greatly enhanced my efficiency and accuracy. I am also satisfied that my role as an academic did not result in insider researcher bias.

Chapter Summary

In this chapter, I have explained my epistemological and ontological position. I detailed my research design, which was to develop multiple case studies with data collected via interviews with NTFs and with UTFs, plus documentary analysis of award criteria and student survey data. I justified my selection of methods by clearly explaining how and why I chose those that were appropriate for my project and rejected those that were not. I have also identified and addressed the strengths and weaknesses of my chosen approach.

I have described the ethics requirements for my project and demonstrated how I have complied with general ethical principles and those stated by my institution. I have also outlined how I created the case studies. I have defended my choice of Thematic Analysis to analyse the qualitative data. I have also noted use of data analysis software packages SPSS and NVivo to assist in the analysis process of quantitative and qualitative data respectively.

I present my case studies in *Chapter 4: Findings and Analysis* in what Yin (2009) describes as 'A Cross-Case Analysis following the Presentation of Separate, Single Cases' (2009: 20). I present the evidence, as Yin (2013) recommends

> apart from any interpretation or assessment that you might then make of the evidence. This way, readers can judge the evidence for themselves. They then can agree or take issue with your interpretation and assessment, which are part of the analysis that comes later in the case study [see *Chapter 5; Discussion*] (2013: 8)

I am confident that my findings are both relatable to other universities and applicable beyond the participating institutions.

Chapter 4: Findings and Analysis

Introduction

This chapter contains the case studies for the NTFS and the three participating universities (i.e. UNIA, UNIB, and UNIC), each of which contains three elements:

- Interview Responses
- Student Voice (i.e. NSS quantitative data)
- Teaching Fellowship Criteria

The purpose of the case studies is to compare the position each takes towards reward and recognition of teaching excellence, and thereby to determine the similarities and differences between them. The selection of the three elements of the case study is to address, as far as possible, the perspectives of the three stakeholders in teaching excellence identified in the Model generated in *Chapter 2: Literature Review* (see Table 12 and Figure 3): teaching staff, students, and the university (see Table 13).

The Model of Teaching Excellence

Quality	n	%	Characteristic	n	%
Professional	87	42.2	Reflection	17	8.3
			Scholarship / Professionalism	55	26.7
			Student-centred Teaching	15	7.3
Practical	62	30.1	Assessment and Feedback	10	4.9
			Organisation	16	7.8
			Pedagogy	36	17.5
Personal	57	27.7	Personal Qualities	17	8.3
			Pastoral	20	9.7
			Influence / Motivation	20	9.7

Table 12: The Model of Teaching Excellence

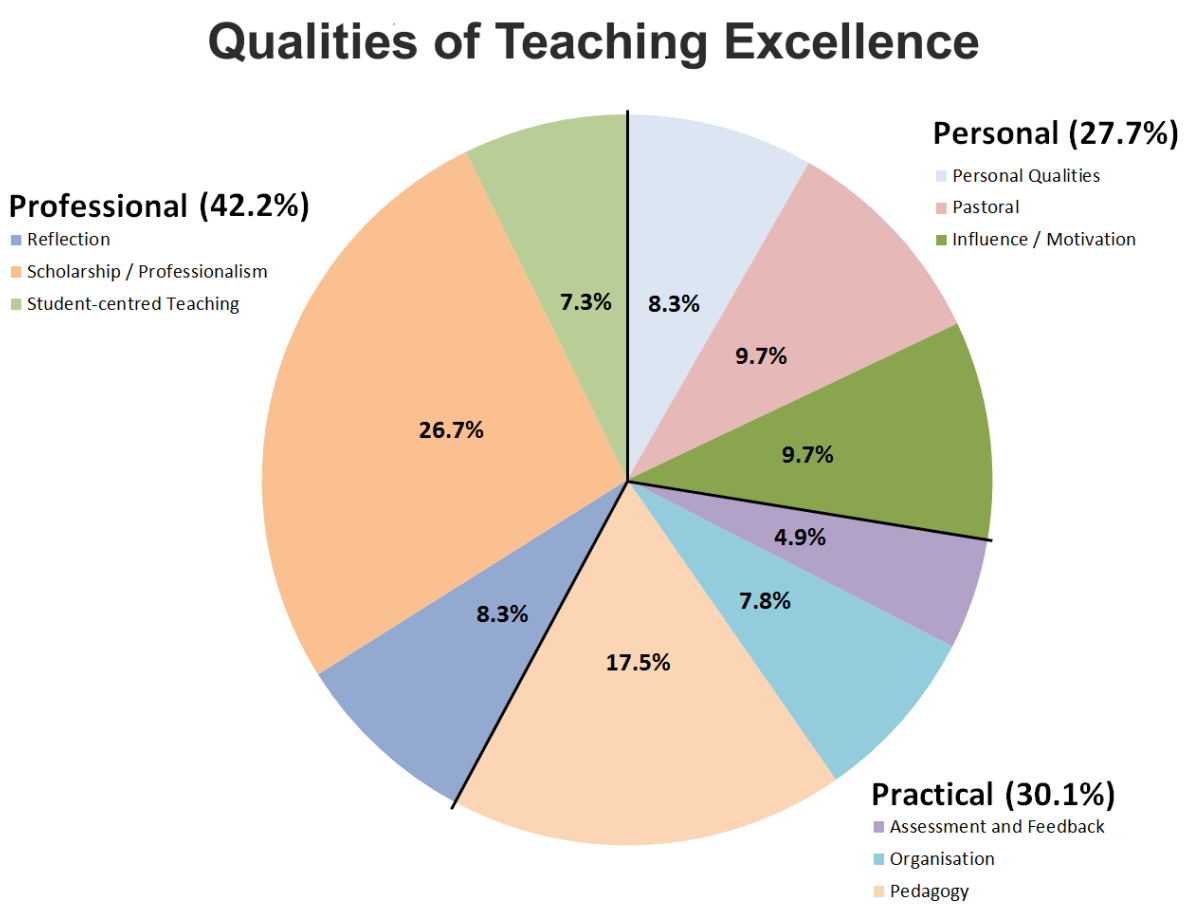


Figure 2: The Model of Teaching Excellence

The stakeholders map on to the model as follows:

Quality	Stakeholders	Data
Professional	Teaching staff	Interview Responses
Personal	Students	Student Voice (NSS / Student-Led Award data)
Practical	The university	Teaching Fellowship Criteria

Table 13: Stakeholders in Teaching Excellence

Some of the language used in this chapter to describe the contents of each case study is deliberately repetitive to facilitate comparison to identify similarities and differences.

Interview Responses

Each case study opens with case study-specific interview responses. Findings of each of the ten questions is provided, each of which is accompanied by explanatory text.

Student Voice

Unfortunately, due to restricted time and resources, gathering data directly from students has been postponed to a post-doctoral project. In place of direct contact, the case studies contain data from a secondary source as a proxy for the student voice regarding teaching excellence: NSS quantitative data. Also, as data for student-led nominations was only available from a single university, this was not included in the case studies, but was added to the subsequent *Comparison of Case Studies* section.

The NSS is an online satisfaction survey administered by Ipsos Mori (2017) completed annually by Level 6 students in their final semester. Questions in the survey are grouped into 'Aspects of the Student Experience'. The questions were consistent from 2005 to 2016, and were largely amended and increased in 2017 (see Table 14). The data presented is an average across three academic years prior to the question change in 2017.

NSS Questions 2016	NSS Questions 2017
The teaching on my course 1. Staff are good at explaining things 2. Staff have made the subject interesting 3. Staff are enthusiastic about what they are teaching 4. The course is intellectually stimulating	**The teaching on my course** 1. Staff are good at explaining things 2. Staff have made the subject interesting 3. The course is intellectually stimulating 4. My course has challenged me to achieve my best work
	Learning opportunities [new section] 5. My course has provided me with opportunities to explore ideas or concepts in depth 6. My course has provided me with opportunities to bring information and ideas together from different topics 7. My course has provided me with opportunities to apply what I have learnt
Assessment and Feedback 5. The criteria used in marking have been made clear in advance 6. Assessment arrangements and marking have been fair 7. Feedback on my work has been prompt 8. I have received detailed comments on my work 9. Feedback on my work has helped me clarify things I did not understand	**Assessment and feedback** 8. The criteria used in marking have been clear in advance 9. Marking and assessment has been fair 10. Feedback on my work has been timely 11. I have received helpful comments on my work
Academic support 10. I have received sufficient advice and support with my studies	**Academic support** 12. I have been able to contact staff when I needed to

NSS Questions 2016	NSS Questions 2017
11. I have been able to contact staff when I needed to 12. Good advice was available when I needed to make study choices	13. I have received sufficient advice and guidance in relation to my course 14. Good advice was available when I needed to make study choices on my course
Organisation & Management 13. The timetable works effectively as far as my activities are concerned 14. Any changes in the course or teaching have been communicated effectively 15. The course is well organised and is running smoothly	**Organisation and management** 15. The course is well organised and running smoothly 16. The timetable works efficiently for me 17. Any changes in the course or teaching have been communicated effectively
Learning Resources 16. The library resources and services are good enough for my needs 17. I have been able to access general IT resources when I needed to 18. I have been able to access specialised equipment, facilities, or rooms when I needed to	**Learning resources** 18. The IT resources and facilities provided have supported my learning well 19. The library resources (e.g. books, online services and learning spaces) have supported my learning well 20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Personal development 19. The course has helped me to present myself with confidence 20. My communication skills have improved 21. As a result of the course, I feel confident in tackling unfamiliar problems	
	Learning community [new section] 21. I feel part of a community of staff and students 22. I have had the right opportunities to work with other students as part of my course
	Student voice [new section] 23. I have had the right opportunities to provide feedback on my course 24. Staff value students' views and opinions about the course 25. It is clear how students' feedback on the course has been acted on 26. 26. The students' union (association or guild) effectively represents students' academic interests
Overall satisfaction 22. Overall, I am satisfied with the quality of the course	**Overall satisfaction** 27. Overall, I am satisfied with the quality of the course

Table 14: NSS questions pre- and post-2017

The questions are presented in the format of statement and students are required to indicate the extent to which they agree or disagree with the statements using a 5-point Likert Scale (plus a 'Not applicable' option):

Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable

The quantitative data provided is the aggregate '% agree' for all questions of the NSS for each HEI. However, no such data exists specifically for the NTFS. In addition to the quantitative data, students are given the opportunity to provide two free text comments about their experience: one positive and one negative. Unfortunately, while the quantitative data is publicly available, the free text comments are not as they can be challenging and controversial. Also, despite instructions to the contrary, comments often include personal information about either the student or members of staff, and therefore publication would compromise anonymity (Ipsos Mori, 2019).

Many of the NSS Aspects of the Student Experience map onto my Model (see Table 15).

NSS aspect of the student experience	**The Model**
The teaching on my course	Pedagogy / Personal Qualities
Learning opportunities	Pedagogy
Assessment and feedback	Assessment and Feedback
Academic support	Pastoral
Organisation and management	Organisation
Learning resources	
Learning community	
Student Voice	

Table 15: NSS Aspects of the Student Experience

My model, derived as it is from the literature, however, does not include the Aspects *Learning resources*, *Learning community*, or *Student voice*.

In each of the case studies, the three participating university's NSS scores are compared with the Sector score. These are later compared against each other in the *Comparison of Case Studies* section below. The purpose of these comparisons is to determine the extent to which the student experience differs from the sector average, from which it is possible to infer the extent to which the students perceive the level of excellence achieved at each participating university in each of the aspects.

A second avenue open to gain an appreciation of student attitudes towards teaching excellence is student-led awards. While these awards are not generally specifically about teaching excellence, the nominations reflect student attitudes towards staff, usually both academic and administrative. Nominations, therefore, may offer insight into areas that students consider to be excellent, but which do not involve teaching or teaching staff. Unfortunately, however, this data was only made available by one university. However, the data covers four years and highly revealing about students' perceptions of teaching excellence. This data is introduced in the *Comparison of Case Studies* section.

Teaching Fellowship Criteria

The final element in each case study is the criteria used by Advance HE and each of the HEIs to award Teaching Fellowships. Included here are the spectra of excellence used to determine the level of excellence attained by the applicants.

Comparison of Case Studies

Following the presentation of the individual case studies, their contents are compared to identify similarities and differences between them. The interview responses are compared across the four case studies to compare the number of Themes raised by respondents in each of them. The NSS data are compared across the case studies for the three participating universities to compare the student voice in respect of the appropriate aspects of the student experience. The student-led award nominations are also included in this section. Finally, the award criteria for the four case studies is compared.

Glossary

Three key words, Source, Theme, and References, are used throughout this chapter, and this mini glossary is presented to define the use of the words to distinguish them within the context of the research as opposed to any other meanings that may otherwise be ascribed.

Source refers to a transcript of the 26 interviews conducted with excellent teachers. The Sources have been anonymised by using ID numbers (e.g. NTFS1, UNIA3, UNIB2, and UNIC4).

Themes were identified in the Sources using Thematic Analysis (Braun & Clark, 2006). The Sources were read and extracts (varying in length including single words, phrases, sentences, paragraphs, and so on) were grouped into Themes by coding. Each Source may contain one or several extracts pertaining to a single Theme or multiple Themes, or, for that matter, none.

Using NVivo, extracts are coded into Nodes. A Node is defined by QSR (2010) as

> a collection of references about a specific theme, place, person or other area of interest. You gather the references by 'coding' sources such as interviews, focus groups, articles or survey results (2010: unpaged)

The process is akin to using Microsoft Word to copy extracts from Sources and paste them into a new document (i.e. Node), the name of which is the Theme.

A Reference is a coded extract contained within a Theme. Using NVivo, a Reference is created each time an extract is coded to a Theme within a Source. A Theme must contain at least one Reference, but may contain several, either from a single source, or from many. An unanticipated outcome of using NVivo was that running queries on the texts and saving the results as Nodes inflated the number of Themes and References. Consequently, query results were either deleted or simply not saved in order to preserve the actual frequency of Themes raised by the participants. As respondents are prone to make several References to a Theme, the number of References (n=904) is greater than the number of Themes (n=162), and the number of Themes is greater than the number of Sources (n=26).

Interviews

Interviews were conducted with NTFs to obtain a national picture, and with UTFs at three universities, to explore similarities and differences in approach and outcome. Table 16 shows the breakdown of the interviews.

Source	Interview Length (min.sec)	Interview Type	Themes	References
UNIA1	50.39	Face to Face (F2F)	34	38
UNIA2	49.09	F2F	39	46
UNIA3	Paper	Email	19	19
UNIA4	49.03	F2F	33	45
UNIA5	57.54	F2F	42	48
UNIA6	41.23	F2F	34	40
UNIA7	60.39	F2F	49	67
UNIB1	22.56	Phone	29	31
UNIB2	22.33	F2F	29	30
UNIB3	31.57	Skype	28	31
UNIB4	23.22	F2F	25	26
UNIB5	53.11	F2F	31	35
UNIB6	39.23	F2F	31	35
UNIB7	41.38	F2F	27	35
UNIB8	45.18	F2F	23	25
UNIB9	26.16	F2F	33	38
UNIC1	29.38	Phone	31	35
UNIC2	39.31	Phone	34	38
UNIC3	32.27	Phone	20	20
UNIC4	37.55	Phone	20	20
UNIC5	19.38	Phone	25	26
NTFS1	49.58	Skype	35	45
NTFS2	32.46	F2F	23	24
NTFS3	48.06	Phone	31	34
NTFS4	62.48	Skype	32	38
NTFS5	51.41	Phone	32	35

Table 16: Summary of interviews

All respondents were asked broadly the same questions. However, respondents' replies varied significantly and the points they raised were explored using ad hoc supplementary questions and prompts. The lengths of the NTF interviews ranged from 32 to 62 minutes, the shortest was the only face-to-face interview, and the lengths of the UTF interviews ranged from 20 to 53 minutes.

Respondent UNIA3 was not available to be interviewed in person, but was sent a Word document containing the questions via email. The responses were also returned via email.

Unlike all other forms of interview, the responses from respondent UNIA3 were perfunctory, usually only a single sentence, and only provided a single response to each question, rather than the multi-layered, multi-faceted responses from the other respondents. The responses are no less valuable; however, a 'live' interview may have resulted in longer, more detailed answers.

Interviewees were asked ten questions, and most of the respondents answered most of the questions (see Table 17). In an ideal world, all respondents would answer all questions, but the unpredictable nature of semi-structured interviews meant that some respondents were not asked all the questions in the same sequence or in the same manner. In addition, some answers were subsumed within other answers, so, for instance, answers to Question 6 are, to all intents and purposes, incorporated in the answers to Question 5 (i.e. if a respondent states that the award had no impact on them, it is logical to extrapolate that the respondent did not change their behaviour).

Table 17 is a summary of the Sources, Themes, and Refs for each of the interview questions.

#	Name	Sources	Themes	Refs
1	Please tell me what 'teaching excellence' means to you	26	31	28
2	Please tell me how closely my model of teaching excellence matches your experience	26	25	28
3	Please tell me what motivates you to be an excellent teacher	24	18	25
4	Please tell me about your award	16	13	18
5	Please tell me what impact this had on you	22	11	24
6	Please tell me if you have changed your behaviour as a consequence of receiving the award	22	4	23
7	Please tell me what impact this had on your departmental colleagues	25	6	25
8	Please tell me what impact this had on your managers	23	6	24
9	Please tell me what impact this had on your students	25	11	26
10	Is there anything else you'd like to tell me about your perception of teaching excellence?	24	28	24

Table 17: Frequency of responses to the main questions

The low response rate to Question 4, however, is because respondents from UNIA were not asked that question directly as the information was available from institutional documents.

Themes

A total of 163 Themes were derived from the 26 interview transcripts. Each full response to a question was coded, and then individual segments within each question were also coded. Consequently, the number of actual Themes generated was 153 plus the 10 questions. Any additional and/or comments of special interest were coded separately. This created a hierarchy of Themes, with ten overarching, or umbrella, Themes based on the questions, branching into question-related Sub-themes. Different numbers of discrete Themes were identified in each source ranging from 31 Themes in answer to Question 1 to four Themes for Question 6. Similarly, the number of times a theme was coded (not including the questions themselves) ranges from 1 to 22. Nevertheless, a single respondent may be the only one to raise the most profound observation.

Case Study for NTFS

The first case study presented is for the NTFS. This case study contains the following components:

- Thematic elements based on interview responses:
  - Define Teaching Excellence
  - Proximity of Model to Lived Experience
  - Motivation towards Teaching Excellence
  - Details of Award
  - Impact of Award on Recipient (including Behavioural Changes following Award)
  - Impact of Award on Colleagues
  - Impact of Award on Managers
  - Impact of Award on Students
  - Additional Comments
- Teaching Fellowship Criteria (including the associated Spectrum of Excellence)

Interview Questions

Define Teaching Excellence The first question in the interview invited respondents to provide their own definition of teaching excellence. Comments from NTFS respondents were coded into ten of the 31 Themes that were identified for this question. All five respondents answered this question, although the number of discrete themes, and references, differed between them. Each respondent discussed a small number of key elements of teaching excellence that were important to them. However, none of the themes was cited by all five respondents. This lack of consistency across the respondents reflects the contested nature of teaching excellence as a concept. Two of the themes were raised by two respondents, and the remainder were raised by one respondent. None of the NTFS awardees offered caveats to the concept of defining teaching excellence.

Collectively, UNIA responses focused on two key areas:

- **The student experience:** Student-centred teaching, Student satisfaction, and Student outcomes (3 Themes, 3 References).

- **Teacher activity:** Knowledge of your subject, Effective communication, Enthusiasm, Assessment – constructive alignment, Flexibility and adaptability, and Reflective practitioner (6 Themes, 9 References).

Proximity of Model to Lived Experience. Having been presented with the Model, many of the responses to this question referred to the Qualities and Characteristics contained within it. Consequently, elements such as 'Organisation', 'Pastoral', 'Pedagogy', and 'Professionalism and Scholarship' were not mentioned by name in response to Question 1. Four respondents agreed with the Qualities and Characteristics of the Model but challenged the proportions allotted to them. 'Reflection' attracted comments from all five respondents, and 'Scholarship' and 'Student-centred teaching' were both raised by four respondents, with 'Organisation' commented on by three respondents.

Motivation towards Teaching Excellence. When asked about their motivation to strive for excellence, two of the seven respondents stated categorically that reward and recognition schemes had not influenced them in any way. Both NTFS3 and NTFS5 stated that awards are the consequence of excellent teaching rather than the driver.

NTFS1 and NTFS3 noted that reward and recognition schemes serve a valuable purpose:

> I think when they really work well, there's good leadership, people who say please and thank you, people who are doing, who deliberately and genuinely praise and broker dissemination, get people together and celebrate them, not something with money. Even the very act of saying great, you've done a great job, then the people have some respect for the people, then if those things are right you have a culture of excellence which is not just financially based. Having a reward and recognition system, which does also give people some finances are great. Ironically not all of them want the money, but where I think it works well is where there's money available to incentivise people in one way or another, to give them opportunities to go and see what other people do (NTFS1)
>
> I think they serve first of all they send a signal, in the context of a world where research and research excellence has become so dominant, I think they serve as an essential counterbalance to actually say to people who are outstanding teaching, regardless of whether they're research active as well, or not, that teaching matters… So I think in a REF and research dominated world, it's a vital counterbalance to say teaching matters… I still think Universities struggle to… properly reward people who are proven good teachers. If you want promotion through research, you bring in the grants, you get the papers out, and that's it, basically. But the learning and teaching route, it seems to me you've got to be designing and leading policy, you've got to be doing pedagogic research, it's not enough just to be a good teacher (NTFS3)

Similarly, NTFS1 noted that 'I also like it when somebody says you did a good job. I'm not going to salaciously solicit that type of stuff, but it is rewarding when there's some kind of recognition'.

The primary motivating factor for three respondents was to ensure that students experience the best teaching they could deliver. As NTFS4 explained, 'You asked me what motivated me, and I would say that it's helping students to succeed'. Duty motivated both NTFS1 and NTFS3 who felt 'A sense of responsibility; a sense of duty… coming out from me is this love of learning, and this is the enthusiasm for what I'm doing, but equally there's very much a sense of duty and responsibility that I feel towards my students'. Similarly, NTFS2 and NTFS5 felt internally driven, with NTFS2 noting that 'I'm not very good at mediocre'. The point raised by NTFS3 concerning teaching-related promotion routes is discussed in detail in *Chapter 5: Discussion*.

Details of Award. NTFS3 and NTFS4 both received their awards primarily for teaching excellence, although NTFS4 also mentioned their work in managing difficult courses. NTFS5 received their award for developing authentic assessment where the 'exam is a real-life case study', as 'assessment should be fit for purpose, and have practical fitness as well'. Developing student Assessment Literacy through 'making assessment more transparent: not telling the answers but how to understand the conventions and the expectations of assessment' helped NTFS1 to gain their award. Although NTFS2 achieved their award through their work with classroom response systems.

Impact of Award on Recipient. Although only NTFS2 and NTFS4 were asked this question directly, NTFS5 gave an answer as part of a response to a different question. NTFS1 and NTFS3 talked generally about impact in a vague and non-specific way in general terms when answering other questions.

NTFS4 and NTFS5 commented that having received the award they had been treated as learning and teaching experts. However, while NTFS4 noted that 'I have become very much a teaching champion in the institution, I've done a lot of work around reward and recognition and promotion', NTFS5 bemoaned the fact that 'if you are recognised as an excellent teacher, you very often get asked to be an external examiner, go on validation panels, etc. etc. which again eats into the time you might have for actually publishing'.

Behavioural Changes following Award. Although only NTFS1, NTFS3 and NTFS5 were asked this question directly, NTFS2 and NTFS4 talked generally about impact in a vague

and non-specific way in general terms when answering other questions. Both NTFS1 and NTFS5 stated that receiving the award had not caused them to change their behaviour, although NTFS1 did acknowledge a confidence boost. NTFS3 found that since engaging with the application process,

> I've become even more aware and reflective of what I do, and how I could do things differently and change things. So in terms of my activities it's made me even more aware of a certain aspects; it's forced me more into thinking about pedagogic literature more than I ever used to do

Impact of Award on Colleagues. NTFS3 noted 'very little' impact on colleagues, adding that 'The fact that I'm somebody with a NTF is to a large extent irrelevant'. For NTFS5, moving to a different university meant that the NTF was no longer relevant.

NTFS1 and NTFS4 each noted both positive and negative responses from their colleagues. NTFS1 noted the support and congratulations they had received from their own colleagues, while 'other people I'm in connection with are… they haven't felt that unanimous support from others for them having achieved it'. For NTFS4 'Many people were genuinely pleased, and I got some very nice congratulatory letters', but 'I also got some jealousies'.

Impact of Award on Managers. NTFS1 felt 'damned with faint praise', noting that the response from management was that the award showed an external recognition which should be reflected internally. NTFS1 also, along with NTFS4, mentioned one of the potentially undesirable consequences of being considered a learning and teaching expert. For NTFS1, for instance 'There is a great tension if you are supposed to be a great teacher then you are stuffed into the Educational Development dark side, become very busy, inevitably you have management roles come with that'. Similarly, NTFS4 recalled that 'I've certainly had a couple of potential nominees here who have said to me, "I don't want to be nominated by the institution because I don't want to be branded as a teacher: It'll hinder my career"'

Impact of Award on Students. Rather than answering the question directly, NTFS1 spoke at length about evaluation. NTFS1 noted the difficulty with claiming that fellowships result in improved student attainment, and explained that,

> tracking those things immediately, on a Monday morning, someone's got 2 or 3% more because of my Fellowship, it's very, very hard to quantify indeed. I think it's probably quite challengeable… [Also] when does it make them better? Does it make them better next week? In five years' time? So, we evaluate at the end of a module.

> We might evaluate at the end of a program. But to actually tune in to specifics is extremely difficult… And the evaluations from the students… "too hard", "didn't gain enough from it", "this was extremely challenging for us". I got the whole tirade. In the following year… they were saying, "Oh gosh, yeah, it was extremely useful that stuff". And then… after the program, the testimonials to that module were just immense… So, it just exemplifies that evaluations, it's a tough process. And the data may not emerge quickly, and it may emerge in very unexpected ways

NTFS2, NTFS3, and NTFS5 did not tell their students that they held a teaching fellowship. As NTFS2 put it, 'Well I haven't told them. How would you? It's a bit weird. By the way, I'm fabulous. That would be a little strange'. Similarly, noting the lack of impact on their students, NTFS3 stated they 'deliberately don't make anything of it because I'm of the view that it doesn't matter what awards I've got and what I've done last year, if I don't do a good job this year then it doesn't matter one jot. So, I don't make anything of it with my students'.

Additional Comments. The most frequently raised topic was the Teaching Excellence and Student Outcomes Framework (TEF), which is discussed in *Chapter 5: Discussion*. Apart from the TEF, five of the remaining themes were raised by NTFS5 alone. NTFS5 raised the use of NTFs as management statistics, noting that 'When I got the award, obviously it was the first one at the university, so I was wheeled out at every occasion, when we had QAA visits, [etc.]… so to have an Associate Dean for Teaching and Learning with a NTF, was a bit of a coup'.

UNIA4 highlighted the value of 'Entertainment and Performance', saying

> by week six I was bored myself. And… I brought a load of Lego in… And I blindfolded five people and I said, they're the ones who are going to be building, and you're the ones that are going to be teaching… I have never seen so much enthusiasm in my life. And they came out after "what have you taught us? We worked together as a team and you had a blind person and you made the blind person build"

NTFS4 talked about teaching-only career pathways, noting that the various other models of teaching excellence they had seen were,

> much more instrumental… and have been focusing much more on the practical and much less on the personal and professional. So where you've got 40/30/30, I would be seeing Professional being perhaps 10/15, Personal 10/15, and the rest 70% as practical. Because those are the things that can be measured more readily

Consequently, once again, NTFS4 noted that only those elements of teaching excellence that are easily measured are those most likely to be considered when developing a teaching-only career path.

Teaching Fellowship criteria

NTFs awards are based on three criteria:

Criterion 1: Individual excellence
Criterion 2: Raising the profile of excellence
Criterion 3: Developing excellence

Points are awarded against a range of six-point spectrum of excellence for overall excellence. Points are also awarded separately for each of the three criteria, for both 'evidence of having enhanced both student outcomes and the teaching profession', and demonstrating 'having a transformative impact on students and teaching' (for Satisfactory and below, this is 'and/or') (see Table 18).

	5 points	**4 points**	**3 points**	**2 points**	**1 point**	**0 point**
Evidence	Outstanding	Very good	Good	Satisfactory	Limited	Poor/no
Demonstrates	Fully	Clearly	Demonstrates	Partially	Rarely	Fails to

Table 18: NTF Spectrum of Excellence HEA, 2018)

Case Study for UNIA

The second case study presented is for UNIA. This case study contains the following components:

- Thematic elements based on interview responses:
  - Define Teaching Excellence
  - Proximity of Model to Lived Experience
  - Motivation towards Teaching Excellence
  - Details of Award
  - Impact of Award on Recipient (including Behavioural Changes following Award)
  - Impact of Award on Colleagues
  - Impact of Award on Managers
  - Impact of Award on Students
  - Additional Comments
- Student Voice (i.e. NSS Data)
- Teaching Fellowship Criteria (including the associated Spectrum of Excellence)

Interview Questions

Define Teaching Excellence. Comments from UNIA respondents were coded into 21 of the 31 Themes that were identified for this question. All seven respondents answered this question, although the number of discrete themes, and references, differed between them.

Respondent UNIA3 only provided written responses via email and, consequently, responses were brief and to the point, with little or no supporting, explanatory text. This resulted in the single theme raised in answer to this question. Conversely, respondent UNIA7 mentioned nine themes, often on multiple occasions, leading to 17 references (including three to their opinion that teaching excellence ‘cannot be defined’ and two that it is ‘subject-specific’).

Each respondent discussed a small number of key elements of teaching excellence that were important to them. However, none of the themes was cited by all seven respondents. This lack of consistency across the respondents reflects the contested nature of teaching excellence as a concept.

Four themes were raised by three respondents: ‘Student-centred teaching’, ‘Entertainment and Performance’, ‘Learning Facilitator’, and ‘Knowledge of your subject’. The theme with the highest number of references was ‘Student-centred teaching’ (*n*=8), followed by ‘Entertainment and Performance’ and ‘Learning Facilitator’ (*n*=4). Seven of the themes were raised by two respondents, and the remainder were raised by one respondent. Caveats to the concept of defining teaching excellence were that it is a ‘combination of things’ (UNIA2), and that ‘it can’t be defined’, but is ‘subject specific’ (both UNIA7).

Collectively, UNIA responses focused on two key areas:

- **The student experience:** Student-centred teaching, Caring, Developing student skills, Engage with students, Student outcomes, Developing student curiosity, Student support, and Understanding diversity (8 Themes, 20 References).
- **Teacher activity:** Entertainment and Performance, Learning Facilitator, Knowledge of your subject, Effective communication, Enthusiasm, Flexibility and adaptability, Personality, Reflective practitioner, and Wanting to make a difference (9 Themes, 21 References).

Proximity of Model to Lived Experience. UNIA3, UNIA4, and UNIA7 stated that the Model did not match their lived experience, although UNIA4 and UNIA7 went on to discuss the elements that did, in fact, match their experience. Similarly, UNIA2, UNIA5, and UNIA7 (again) agreed with the Qualities and Characteristics of the Model but challenged the proportions allotted to them.

Having been presented with the Model, many of the responses to this question referred to the Qualities and Characteristics contained within it. Therefore, elements such as Organisation, Pastoral, Pedagogy, Assessment and Feedback, and Professionalism and Scholarship were not mentioned by name in response to Question 1. That said, some themes raised in Question 1 map onto responses in Question 2 (i.e. the Question 1 theme ‘Caring’ is analogous to ‘Pastoral’, and ‘Student outcomes’ is broadly analogous to ‘Assessment and Feedback’). Surprisingly, however, ‘Personality’ generated eight references from five respondents compared with two references from one respondent in response to Question 1, and ‘Student-centred teaching’ only attracted two references compared with the eight references from three respondents for Question 1. Again, however, except for ‘Personality’, which attracted comments from five of the seven respondents, the

table shows very little consistency across the responses, indicating again that excellent teachers do not all experience excellence equally.

Motivation towards Teaching Excellence. When asked about their motivation to strive for excellence, six of the seven respondents stated categorically that reward and recognition schemes had not influenced them in any way, with UNIA1 and UNIA4 stating that they did not need a 'badge' to 'prove' their excellence. UNIA1 and UNIA4 also stated that they were not motivated by money or status.

The primary motivating factor for four respondents was to ensure that students experience the best teaching they could deliver. Similarly, UNIA5 and UNIA6 referred to 'giving of themselves' to deliver an excellent student experience, and UNIA7 commenting that 'if you are an academic, if you've got that sort of qualification, you almost have a calling, maybe a duty'. Sharing passion and knowledge, and a love of teaching were motivating factors for another four respondents, three of whom also referred to a sense of job satisfaction. As UNIA2 said simply, 'because I want to do a good job'.

It is, of course, possible that respondents preferred to keep their true motivations to themselves and give answers that portrayed them in the best possible light. In which case UNIA2 stating that the possibility of salary increases was a driving force may be the most honest answer to this question.

Details of Award. UNIA respondents were not asked this question as the information regarding their Teaching Fellowships was available from internal documents provided by the university.

Table 19 shows that applicants had to demonstrate excellence across a number of areas and provide a number of examples supporting their application. Some applicants maintained a coherent theme throughout their submission, while others were less focused.

The nature of the application process, however, reinforced the need to demonstrate excellence in a range of diverse areas. This is explored in more detail below in the *Fellowship Criteria* section.

Theme	n
Assessment and feedback	4
Personal	3
Planning	3
Scholarship	3
Technology Enhanced Learning and Teaching	3
Continuing professional development	2
Dissemination	2
Innovative practice	2
Training	2
Classroom practice	1
Generic	10
Total	**35**

Table 19: UNIA UTF topics

Impact of Award on Recipient. Four respondents noted that the impact of receiving a teaching fellowship was, as UNIA5 put it, 'a huge affirmation of what I've been doing and, therefore, it was a spur to carry on'. UNIA1 and UNIA2 were able to use their Fellowship to improve their career advancement opportunities, while UNIA6 stated categorically, 'Career progression: absolutely nothing, nothing whatsoever'.

Only three respondents stated that the award had no impact on them. Nevertheless, four of the comments referred to the brevity of the impact of the Fellowship. UNIA7, for example, felt the impact 'at the time, when it when it was first awarded', and UNIA6 concluded 'But after when you get the award, after that, let's ignore it's happened'.

Behavioural Changes following Award. With six of the seven respondents agreeing, the almost unanimous response was that being awarded a teaching fellowship did not change the recipient's behaviour. The only impact felt by two of the respondents was a confidence boost. Although not asked this question directly, UNIA6 addressed this point in response to another question.

Impact of Award on Colleagues. Four respondents stated that the fact that they had been awarded a Fellowship had no impact on their immediate colleagues. UNIA1, for example, noted that 'in fact it would be true to say that nobody has taken a blind bit of notice'. The three positive responses recorded in the table noted only immediate support expressed at the time of the award. The three negative responses, however, were quite unpleasant.

UNIA4, for instance, experienced bitterness and sarcastic comments, and UNIA6 noted how 'a lot of colleagues think you just trying to show off: you're just pushing yourself forward'.

The comment from UNIA5 that his team 'basked in reflected glory' raised the issue of team awards. It is rare that any one member of teaching staff acts entirely independently. As UNIA5 explained, 'I'd be coming up with ideas as to how to do it, and I'd be picking up ideas from them as well. But we were sharing that so that was nice'. Only UNIA3 noted that one of their colleagues applied for their Fellowship after getting theirs. However, this might not have been a causal relationship.

Impact of Award on Managers. Five of the six respondents who were asked this question said that the fact that they had received a teaching fellowship had no impact on their managers. Three of these went on to say that their managers had expected them to take on additional learning and teaching-related activities, such as mentoring 'people who have hit issues' (UNIA3), and 'any new members of staff who come in, and they haven't got PGCerts or who have issues in their modules, then we are meant to be supporting them to try and see where can improve' (UNIA6).

Two respondents reported negative reactions, with UNIA6 commenting more on an absence of reaction rather than an entirely negative one, noting how 'no-one in the department… attended the conference either. There was no email that the day after to say anything. It was same with the principal fellow of the HEA'. Only UNIA2 had a favourable response, commenting that their Line Manager 'was really pleased'.

Impact of Award on Students. Direct impact on the student experience was extremely limited. Two respondents noted how they had used the financial element of their award for the students. UNIA3, for example, had funded three activities including a day trip.

In addition, UNIA1 noted how students might have benefited from a confidence boost. However, UNIA1 was one of the two respondents who noted that the only way students might be aware of their awards was through their email signature. But, as UNIA5 noted, 'but whether the students actually ever twig what that is... nobody's ever asked me what that is'.

Five respondents said that being awarded a Teaching Fellowship had no impact on their students, and they doubted whether their students were even aware of the existence of such awards. UNIA2 noted that 'I let them judge that for themselves'.

UNIA7, however, noted the retrospective nature of teaching fellowships, commenting that any impact was 'not specifically the Fellowship, as it's mostly a chicken and egg thing. Because if my teaching is good, then I've got the Fellowship and so therefore, the students have benefited from that good teaching, which of course the Fellowship shows'.

Additional Comments. The responses listed for UNIA5 and UNIA6 were answers to other questions but fitted more neatly into the themes raised in connection with this question. Also, although it was a popular topic, the TEF will be discussed in *Chapter 5: Discussion*.

One area that was four respondents talked about was the issue of non-applicants, particularly in connection with the negative comments referred to in Question 7 above. Respondents speculated that because they had not engaged with the application process, they believed, incorrectly, that Fellowships were simply handed out to anyone who applied. Some non-applicants felt that they should not have to apply and that their excellence should simply be recognised by the university, through peer review or appraisal. As UNIA6 observed, 'I guess they'd prefer if there's peer recognition; that your work is recognized without you having to put yourself forward'. UNIA7 took a more cynical view, noting that reward and recognition lead to additional work and responsibility but incompetence is rarely punished, thus

> if you do run through the hoops, you end up doing more work. So, it's better to be incompetent and my work will be taken away from me given to you. So, I can just sit around and do no work and I still get paid and I'm still a senior lecturer and no one's telling me to go home

Five respondents compared their teaching fellowships with the student-led awards organised by the Students' Union. They commented on how, to a certain extent, these awards were more 'valuable' than the Fellowships. As UNIA5 noted

> the [Student-Led] awards are really interesting because, of course, that's something which as the teaching staff, we have no say over that. And you could have knocked me down with a feather when I found out that I'd actually been nominated. And you don't know you've been nominated. You don't know that you're then on the short list. And you don't know but it's all done by the students. And that's, that's almost more powerful than anything else that comes through the institution. It's an interesting slant on things

However, most of the answers to this question were personal to the individual respondents, with eleven themes raised by only one respondent each. Three of these are worth exploring: "Thick as two short planks", Technology, and Use Fellowship for Development.

In the first of these, UNIA5 discusses the tension between excellent teaching and student learning. In some cases, the argument goes, no matter how excellent the teacher and/or their teaching, some students will never achieve very highly, noting that 'no matter how many times you test them, is not going to make them any brighter. That's like trying to get taller by constantly measuring yourself, it's not going to happen'.

Referring to technology-enhanced learning and teaching (TELT), UNIA7 delivered a scathing condemnation of

> what I call the religious fervour This is when someone's gone away to training that they come away with some single idea, usually piece of technology, and they come back with a sort of silly, sort of quasi-religious zeal to introduce it over everything. And I've seen it with so many things… back in the day it was PowerPoint, Prezi, whatever and you come in, and… everything else must be swept away… technology can be enormously helpful, no question. I've never been a technophobe at all. But… I don't forget the fact that at the heart of this is a relationship [and]… the more we use technology to make things easier… the more danger there is that we can end up harming that human relationship at the heart of the teaching relationship… I think that is what you should never forget… And I think now I would use it where it was appropriate with the right sort of audience... can it be done better than it can be done at the moment? Sometimes it can, you know, PowerPoint is so much better than the slide projector

An incisive observation from UNIA7 essentially used the Teaching Fellows as an element of initial professional development. UNIA7 was thinking, about 'what could the teaching fellowship be', and suggested

> Something much more active and proactive in the training of new, particularly young, academics, not just CPD, I don't just mean a training day, I mean, part of the induction and yes, and some [kind of mentoring]… I know, there is the PGCert, but I think that is something which we could think about much more seriously. And actually make use of good teachers to do that. Because… you can help develop and mould people into finding their way of teaching that will work and making sure they have thought about pieces of learning, how students learn, and adapted it to their particular subject. And then you would need to have one inserted into each major subject area because what would work for History would not work for Forensic Science.

Student Voice

Students rated UNIA higher than the sector average and all questions in the Aspects *The Teaching on my Course*, and *Assessment and Feedback*.

UNIA was only 0.2% below the sector average for the Aspect *Academic Support* and exceeded the average for two of the three questions (i.e. Q10. *I have received sufficient advice and support with my studies* and *Q12. Good advice was available when I needed to make study choices*).

UNIA fell short of the sector average and all question averages for the Aspect *Organisation and Management*.

UNIA exceeded the sector average for the Aspect *Learning Resources* along with two of the three questions (i.e. *Q17. I have been able to access general IT resources when I needed to* and *Q18. I have been able to access specialised equipment, facilities, or rooms when I needed to*), and was only 0.2% below the remaining question (i.e. *Q16. The library resources and services are good enough for my needs*).

UNIA was 0.2% below the sector average for the Aspect Overall Satisfaction.

Teaching Fellowship Criteria

The UNIA UTF programme has been running, in its present form, since 2010 (see Table 20).

Year	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**Total**	**Mean**
n	4	6	5	4	3	1	3	2	0	**28**	**3**

Table 20: UNIA UTF Awards by Year

UNIA Teaching Fellowships are awarded based on three criteria, which are identical to the NTF criteria:

Criterion 1: Individual excellence
Criterion 2: Raising the profile of excellence
Criterion 3: Developing excellence

Unlike the NTF awards, where points are allocated using a marking rubric, UNIA application reviewers are required to select the most appropriate level for each of the criteria from this 5-point spectrum of excellence:

Excellent (1) -> Excellent (2) -> Good -> Satisfactory -> Poor

(While this is the approach used during the period of the research, it has since been changed)

The 'Guidance on rating the nominations' differentiates between the two levels of 'Excellent' as follows:

Excellent (1)

The submission provides clear evidence that the nominee:

- meets the criterion in **highly explicit, relevant and innovative** ways
- demonstrates that s/he has made an **outstanding contribution which has had a transformative impact** on student learning.
- **has significantly raised** the profile and/or standard of learning and teaching through his/her work in the given context.
- demonstrates a commitment to raising the status of teaching and learning in higher education.

Excellent (2)

The submission provides clear evidence that the nominee:

- meets the criterion **in explicit, relevant and innovative** ways.
- demonstrates that s/he has made an **outstanding contribution to and significant impact** on student learning.
- has **clearly raised** the profile and/or standard of learning and teaching through his/her work in the given context.
- demonstrates a commitment to raising the status of teaching and learning in higher education.

As a result, excellence can be either 'highly explicit' or merely 'explicit', can either have a 'transformative' or merely 'significant' impact, and can raise the 'profile and/or standard of learning and teaching' either 'significantly' or 'clearly'. In each case, it would appear that Excellent (2) is measurably less excellent than Excellent (1), although both are equally likely to result in a Fellowship.

UNIA had one NTF, who was recruited from another university. Previous NTF award holders all moved to different institutions following their award.

Case Study for UNIB

The third case study presented is for UNIB. This case study contains the following components:

- Thematic elements based on interview responses:
  - Define Teaching Excellence
  - Proximity of Model to Lived Experience
  - Motivation towards Teaching Excellence
  - Details of Award
  - Impact of Award on Recipient (including Behavioural Changes following Award)
  - Impact of Award on Colleagues
  - Impact of Award on Managers
  - Impact of Award on Students
  - Additional Comments
- Student Voice (i.e. NSS Data)
- Teaching Fellowship Criteria (including the associated Spectrum of Excellence)

Interview Questions

Define Teaching Excellence. Comments from UNIB respondents were coded into 21 of the 31 Themes that were identified for this question. All nine respondents answered this question, although the number of discrete themes, and references, differed between them. Each respondent discussed a small number of key elements of teaching excellence that were important to them. However, none of the themes was cited by all nine respondents. This lack of consistency across the respondents reflects the contested nature of teaching excellence as a concept.

The most frequently raised theme, discussed by six of the nine respondents, was ‘Student-centred teaching’. The only other theme raised by more than two respondents was ‘Enthusiasm’. Two respondents raised four of the themes, and the remainder were raised by one respondent. Caveats to the concept of defining teaching excellence were that it is a ‘combination of things’ (UNIB7), and that ‘it can’t be defined’ (UNIB4) but is ‘subject specific’ (UNIB3).

Collectively, UNIB responses focused on two key areas:

- **The student experience:** Student-centred teaching, Engage with students, Student Outcomes, Student support, Pastoral care, and Understanding diversity (6 themes, 17 references).
- **Teacher activity:** Enthusiasm, Duty, Knowledge of your subject, Leading by example, Above and beyond, Emotional intelligence, Feedback, Learning facilitator, Preparation and design, Reflective practitioner, and Understanding Diversity (11 themes, 17 references).

Proximity of Model to Lived Experience. UNIB3 was concerned that categorising elements of teaching excellence is not a useful practice, noting 'you can have someone who is the loveliest friendliest person, who's well motivated completely up to speed with assessments, and all that sort of thing. It doesn't necessarily mean they're going to be an excellent teacher… and you can have somebody who knows nothing who could be an excellent teacher'. Nevertheless, UNIB3, along with six other respondents, noted that the elements of the model were acceptable, but that the proportions allocated to them were debatable.

Having been presented with the Model, many of the responses to this question referred to the Qualities and Characteristics contained within it. Therefore, elements such as Organisation, Personality, Influence and Motivation, Pedagogy, and Professionalism and Scholarship were not mentioned by name in response to Question 1. That said, some Themes raised in Question 1 map onto responses in Question 2 (i.e. the Question 1 Theme 'Preparation and design' is analogous to 'Organisation'). In line with Question 1, however, the most frequently raised Theme was 'Student-centred teaching', with six references from five respondents.

Motivation towards Teaching Excellence. With four references from three respondents, the most popular factor for motivating teachers to strive for excellence was the desire to emulate an inspiring teaching experience from their past. The only other theme discussed by three respondents was the desire to help 'The students' to achieve their full potential.

Collectively, UNIB respondents focused on doing their duty, and doing a good job, and being internally driven to achieve excellence. Similarly, although UNIB9 claimed not to be a 'trophy hunter', there was an acknowledgement of a purpose for reward and recognition schemes; 'maybe it's good to announce to, you know, incoming, incoming staff that, you know, there

are these accolades, if teaching goes especially well. So perhaps it's motivating to know you're joining an organisation that runs that kind of programme'.

Details of Award. The wide range of areas listed in response to this question illustrates that excellence does not exist solely in one area. It also indicates that it is possible to receive a Teaching Fellowship despite only providing evidence for a fraction of the Qualities and Characteristics included in the Model.

Impact of Award on Recipient. All nine respondents noted that receipt of a teaching fellowship confirmed to them that they were performing at a high level. This is particularly true for UNIB5 and UNIB7, who did not come from a traditional university background but who had entered academia after working in the private sector:

> I know my subject sure, but I wasn't confident as a teacher because it was new. And because I hadn't had a traditional university background myself... This is a whole new learning curve. So it gave me the confidence I was doing something right and doing something well (UNIB5)
>
> when I got the award, it felt like it had stepped up a notch and I'd obviously refined it enough, and... I got really comfortable with my subject matter. I started to publish as a researcher, so I came in as somebody who had written a lot, [in my job], and found it quite tricky… to shift from writing about [my specialism] in a really public facing way, to writing in an academic way. I couldn't quite get pitching, and then suddenly got it and I wrote a lot. I felt very confident in my field

UNIB3 and UNIB4 noted the limited impact of their awards, and while UNIB5 was able to use the Fellowship for career progression, UNIB7 was not.

Behavioural Changes following Award. Although UNIB1 and UNIB3 noted a boost to their confidence, six of the nine respondents reported no change in their behaviour as a result of receiving their awards. UNIB2, for example, 'always did what I did: I didn't change', and UNIB4 'just carried on doing what I was doing'.

Impact of Recipient's Award on their Colleagues. An equal number of respondents noted that they received positive and negative responses from their colleagues. UNIB8, for example, remembered that 'some of them are very, very, very warm; the ones who were supportive and mutually supportive and collegiate', while also noting that 'There were others who were less so and didn't say anything'. UNIB3 experienced more extreme negativity, recalling how colleagues were 'not impressed... it's that playground bullying, almost, that they're going to ignore you'.

Impact of Recipient's Award on their Managers. UNIB1 felt that their manager responded 'Really positively, and in fact when it was announced, the Director of the campus circulated an email: it was one of those round robin emails'. Conversely, UNIB6's manager used the award to prevent changes to their work/life balance on the grounds that no-one else could do the job as well.

For five of the nine respondents, however, their award had no impact on their managers. Unlike UNIB1, UNIB9 noted that their manager 'doesn't even announce it. He doesn't do this with round robin, you know; well done to such and such person for this or that'.

Impact of Recipient's Award on their Students. Teaching staff at UNIB can be nominated by staff or students or both. In some cases, therefore, the outgoing cohort that made the nomination would be the only group of students who would know that their teacher had received an award, especially since they are awarded at student graduation ceremonies. UNIB3, for instance, stated that 'the current lot don't know that I have because it's been five or six years'.

None of the nine respondents indicated that their award had any impact on their students. Seven of them stated explicitly that it had no impact at all. Furthermore, four respondents pointed out that having received an award is not something that they would consider announcing (other than on their email signature or LinkedIn page). As UNIB6 asked, 'How would you publicise this in a non-bragging kind of way? Because the only way you can demonstrate that you are an excellent teacher or facilitator is by doing it'.

Additional Comments. Although it was a popular topic, the TEF is discussed in *Chapter 5: Discussion*.

Three respondents noted how management cynically used awards. UNIB3, for example, stated 'they'll use it politically', and UNIB2 remembered 'the Head of Division mentioning it because it was a good thing to plug for applicants coming in. "Oh, a teaching award!" And it's just one of those things you can use for advertising'. However, most of the answers to this question were personal to the individual respondents, with six themes raised by only one respondent each. Two of these are worth exploring: 'Continued pressure to research and publish', and 'Luck'.

For UNIB8, recognition of teaching excellence has not yet given teaching the same prestige as research, noting 'I can see that pressure is going to get worse in terms of the pressure to research and publish despite TEF I think that's going to continue to get worse'. Finally, echoing a common theme, UNIB2 stated that 'I don't think I'm particularly excellent, just that I happen to be lucky'.

Student Voice

Students rated UNIB below the sector average and all questions in all Aspects. In addition, students rated UNIB below the average in *Overall Satisfaction* by 4.8%

Teaching Fellowship criteria

The scheme has been running since 2009 with a limit of 12 awards per year (plus group awards) (see Table 21).

Year	2009	2010	2011	2012	2013	2014*	2015**	2016	2017	2018	Total	Mean
n	14	16	17	6	5	14	14	12	14	15	**127**	**12.7**

Table 21: UNIB UTF Awards by Year
** plus 2 group awards ** plus 1 group award*

UNIB UTFs are awarded based on three criteria, which are identical to the NTF criteria:

Criterion 1: Individual excellence
Criterion 2: Raising the profile of excellence
Criterion 3: Developing excellence

Unlike the NTF awards, where points are allocated using a marking rubric, UNIB application reviewers are required to select the most appropriate level for each of the criteria from this four-point spectrum of excellence:

1 Does not meet expectation
2 Partly meets expectation
3 Meets expectation
4 Exceeds expectation

UNIB had eight NTFs (see Table 22).

Year	2005	2006	2007	2012	2013	2015	Total
n	3	1	1	1	1	1	**8**

Table 22: UNIB NTF awards by Year

Case Study for UNIC

The fourth case study presented is for UNIC. This case study contains the following components:

- Thematic elements based on interview responses:
  - Define Teaching Excellence
  - Proximity of Model to Lived Experience
  - Motivation towards Teaching Excellence
  - Details of Award
  - Impact of Award on Recipient (including Behavioural Changes following Award)
  - Impact of Award on Colleagues
  - Impact of Award on Managers
  - Impact of Award on Students
  - Additional Comments
- Student Voice (i.e. NSS Data)
- Teaching Fellowship Criteria (including the associated Spectrum of Excellence)

Interview Questions

Define Teaching Excellence. Comments from UNIC respondents were coded into 12 of the 31 Themes that were identified for this question. All five respondents answered this question, although the number of discrete themes, and references, differed between them.

Each respondent discussed a small number of key elements of teaching excellence that were important to them. However, none of the themes was cited by all nine respondents. This lack of consistency across the respondents reflects the contested nature of teaching excellence as a concept. The most frequently raised theme, discussed by three of the five respondents, was ‘Student-centred teaching’, and the remainder were raised by one respondent. Caveats to the concept of defining teaching excellence were that it is a ‘combination of things’ (UNIC2), and that ‘it can’t be defined’ (UNIC5).

Collectively, UNIC responses focused on two key areas:

- **The student experience:** Student-centred teaching, Developing student skills, Engage with students, Pastoral care, Student outcomes, Student satisfaction, and Understanding diversity (7 Themes, 11 References).
- **Teacher activity:** Enthusiasm, Flexibility and adaptability, and Learning facilitator (3 themes, 3 references).

Proximity of Model to Lived Experience. None of the respondents said the Model did not match their lived experience, and only UNIC2 agreed with the Qualities and Characteristics of the Model but challenged the proportions allotted to them. UNIC2 and UNIC4 did argue that teaching excellence cannot be split into discrete elements. UNIC3 and UNIC4 were asked the question but their replies were too tangential to be included. UNIC5 had not seen the model and was, therefore, unable to offer an opinion.

Having been presented with the Model, many of the responses to this question referred to the Qualities and Characteristics contained within it. Thus, elements such as Organisation, Pedagogy, Assessment and Feedback were not mentioned by name in response to Question 1. That said, 'Pastoral care' was raised in both Question 1 and Question 2.

Expanding on the argument that Teaching Excellence cannot be divided into discrete elements, UNIC2 provided an unusual and penetrating insight into the nature of teaching itself, which is worth quoting at length:

> You can get excellent teachers who are not experts in their field. You know what I mean… ahead of students, but not experts in the field… I'm sure you've done the same, I've taught modules where I didn't have command of the subject… you get put in and told can you teach this, so you teach it... But in some ways the teaching experience for students is quite good because you are fresh to the subject, and you are making a real effort. You're not just repeating a lecture which you've done a million times before... That makes you engage more, and it makes you understand why they don't understand it. So, whether it's such a large proportion [in the Model] for subject knowledge, and often in academia, as you know, with subject experts, they're experts in a very, very, very tiny area: they're the leading expert in that tiny area. But we don't teach tiny areas; unless you go onto post-graduate and PhD, we don't teach tiny areas. You're teaching quite broad subject areas. So… in terms of excellence, you can be an excellent teacher, not knowing anything about [the subject], but being ahead of the students, and engage with the subject and understanding why they don't understand it

Motivation towards Teaching Excellence. UNIC1 and UNIC5 both stated that they were not motivated by reward and recognition, with UNIC2 also saying that they were not motivated by the possibility of promotion. UNIC2 did, however, acknowledge that,

> When I was actually applying for [the Fellowship] I took a fairly strategic approach, which was gathering together information. And I realised I was doing some reading about surface and deep learning, when I was reading about it, and about how you engage in material just scan over it; students do this. And I realised halfway through that what I was doing was scanning through books just to get a quote here and there, just to support any old argument. What I was doing was surface learning in order to show people that I promote deep learning

Only UNIC4 claimed to be motivated by a desire to help the students.

Details of Award. The multiple individual responses to this question illustrate that excellence does not exist solely in one area. It also indicates that it is possible to receive a Teaching Fellowship despite only providing evidence for a fraction of the Qualities and Characteristics included in the Model.

Impact of Award on Recipient. All four respondents who were asked this question gave a different response: 'Affirmation', 'Career progression', 'Job protection', and 'None'.

Behavioural Changes following Award. Four of the five respondents stated that behaviour had not changed as a result of receiving their Fellowship. As UNIC5 humorously explained, 'Yeah I didn't try hard after that! No, I'm only kidding. No there was no need to make an effort after that point. No, I just carried on'.

In addition to receiving a confidence boost, UNIC2 also noted that 'When I was doing the process of the documentation, the actual process did make me think… about structuring things a little bit more, and think a bit more about learning outcomes, and a certainly a lot more about assessment, actually'.

Impact of Recipient's Award on their Colleagues. Three of the five respondents noted that their colleagues were not affected by the award. Although UNIC2 reported a positive response, it was muted, as 'To be honest, it was pretty limited: I got an email that said well done'. UNIC4, however, was more upbeat, noting that

> a lot of the time when you're trying to bring about change within an organisation, you need support to do it and it's not always there. Whereby, with the teaching fellowship, it is that pat on the back that that change you're trying to bring about is being acknowledged, and so on. And that allows other people to get over that fear of change… so they can take risks with the pedagogy, so they can get that time to actually be able to have frank and open discussions with other stakeholders

Impact of Recipient's Award on their Managers. Three respondents noted a positive response from their managers, and UNIC1 said their manager thought it was 'really good'. UNIC2 explained that their manager's response was 'very limited'. In addition, UNIC2 remarked that 'I tend to get more people coming to me, because I've got [the Fellowship]. They'll come to me and say oh somebody needs mentoring on this, can you do it? So that sort of stuff, but that's only at a fairly basic level'. UNIC3 commented that while their 'line manager was very pleased [and] he loves the fact that some of his team have got Teaching Fellowships', Fellowships had no impact on senior management.

Impact of Recipient's Award on their Students. UNIC1 and UNIC5 both stated that the award had not had any impact on their students, and pointed out that this is not the sort of thing that is advertised. UNIC2, however, did advertise it, saying 'it's on my business card... That's one impact, I stuck it on my business card. And on my email signature'. UNIC2 and UNIC4 were able to use the award funds to support students.

Additional Comments. Although it was a popular topic, the TEF is discussed in *Chapter 5: Discussion*.

UNIC1, UNIC3 and UNIC5 all mentioned the concept of Corporate Excellence. UNIC1, for example, noted how 'universities are a business and it's become less about teaching and more about business practice'. Similarly, UNIC5 worried that 'people will have to do it because they'll be pressured into doing it because it will be a metric in the future with regard to how excellent the university is as a teaching institution, or should I say 'enterprise'?'.

UNIC2 pointed out that one of the main reasons for the existence of teaching excellence awards is that 'its absence would be something of a slap in the face really. It's an obvious point but the university has traditionally recognised research but not teaching… [and that] people [would] think why is there no recognition of what we're trying to do?'

Referring to the differences between selecting institutions and recruiting institutions, UNIC1 commented that 'universities like ours really we have massive learning gain, but then we have issues of retention because of the fact that people have very difficult lives and they haven't got money behind them to back them'.

Student Voice

Students rated UNIC below the sector average for all Aspects, and all but two questions in the Aspect *Assessment and Feedback* (i.e. *Q8. I have received detailed comments on my work* and *Q9. Feedback on my work has helped me clarify things I did not understand*). In addition students rated UNIB below the average in *Overall Satisfaction* by 5.9%

Teaching Fellowship criteria

The programme has been running since 2007 with a limit of four awards per year (see Table 23).

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total	Mean
n	5	2	0	4	2	3	3	4	4	3	4	3	**37**	**3**

Table 23: UNIC UTF Awards by Year

The UNIC 'scheme is based on the same criteria as the NTFS. All submissions should demonstrate excellence in the 3 [*sic*] areas identified in the NTFS, and staff awarded UTFs may be in line for being considered for institutional nomination for a national award'. Therefore, the UNIC scheme acts as a potential conduit for nominees the NTF scheme.

1 Individual excellence
2 Raising the profile of excellence
3 Developing excellence

Unlike the NTF awards, where points are allocated using a marking rubric, UNIC application reviewers are required to select the most appropriate level for each of the criteria from this five-point spectrum of excellence:

Strong -> Good -> Partial -> Poor -> Little or no match

Application reviewers are invited to select one of four possible recommendations:

- **Recommend for National & University award:** Strong match against all criteria
- **Recommend for University award:** Clear match against all criteria

- **For further development:** Match or partial match against criteria
- **Reject:** Insufficient match against criteria

Consequently, the proposal acts as a combined application for both the NTFS and the UTFS, with UTF being awarded for applications not strong enough for NTF.

UNIC had five NTFs (see Table 24).

Year	2004	2006	2011	2018	Total
n	2	1	1	1	**5**

Table 24: UNIC NTF Awards by Year

Comparison of Case Studies

In this section of the chapter, the case studies are compared to identify similarities and differences between them.

Interview Responses

Presented first are summary interview response tables showing combined response columns for each case study, plus a column showing the sum of the Responses to each Theme. Similarities and differences are highlighted by counting the number of Themes raised by different subsets of each group:

- Themes raised by all four groups
- Themes raised by three of the four groups
- Themes raised by all three UTFs but no NTFs
- Themes raised by two of the four groups
- Themes raised by only one UTF
- Themes raised by NTFs but no UTFs

Student Voice

NSS data for the three participating universities are compared against the sector averages for each Aspects of the Student Experience, and against each other. Unfortunately, Student-led Award data was only made available by one of the participating institutions. Consequently, it is not possible to compare institutions.

Teaching Fellowship criteria

The criteria and spectra of excellence used to ascertain teaching excellence in each case study are compared.

Interview Responses

Define Teaching Excellence. When asked to define teaching excellence, the respondents generated 31 Themes, with 119 References (UNIA *n*=50, UNIB *n*=40, UNIC *n*=16, NTFS *n*=13). Three of these Themes were raised in all four case studies: 'Student-centred teaching' (highest number of references overall and for all three institutions), 'Enthusiasm', and 'Student Outcomes'.

The Themes shared by the NTFS with two institutions are 'Knowledge of your subject', 'Flexibility and adaptability', and 'Reflective Practitioner'. Themes shared by the NTFS with one institution are: 'Effective communication' (highest number of References for NTFS), and 'Student satisfaction'.

Themes shared by institutions but not with the NTFS are: 'Learning Facilitator', 'Engage with students', 'No, it can't be defined', 'Combination of things', and 'Understanding diversity' (all three institutions), and 'Student support', 'Developing student skills', 'Subject-specific', and 'Pastoral care' (at two institutions).

Some Themes are *institution specific*, in that they were raised by at least two respondents at a single institution: 'Entertainment and Performance', 'Caring', and 'Personality' (UNIA), and 'Duty', and 'Leading by Example' (UNIB). Some Themes are *respondent specific*, in that one respondent only raised them: 'Assessment – constructive alignment' (NTFS), 'Developing student curiosity', and 'Wanting to make a difference' (UNIA), and 'Above and beyond', 'CPD', 'Emotional intelligence', 'Feedback', and 'Preparation and design' (UNIB). Thus, 13 Themes are *institution specific*, of which eight are *respondent specific*.

Proximity of Model to Lived Experience. Several Themes were raised by all four case studies. The Theme with the highest number of References was 'Weighting of the topics' (UNIA n=5, UNIB n=9, UNIC n=1, NTFS n=4). Here the respondents were indicating that while they agreed with the elements of the Model, they felt the weightings were inaccurate.

The other Themes raised by all four case studies were elements from the Model (see Table 25).

	UNIA	UNIB	UNIC	NTFS
Personality	8	3	1	4
Reflection	2	3	2	7
Organisation	4	1	1	3
Pedagogy	3	4	1	1
Pastoral	3	3	1	1
Influence and motivation	1	4	1	1
Assessment and Feedback	1	2	1	2

Table 25: Number of Case Study Responses in Agreement with Model

Two institutions plus the NTFS raised three Themes: Student-centred teaching (UNIA *n*=2, UNIB *n*=6, NTFS *n*=4), 'Scholarship' (UNIA *n*=1, UNIB *n*=2, NTFS *n*=6), and 'Professionalism' (UNIA *n*=1, UNIB *n*=2, NTFS *n*=1). Respondents argued that the weighting to 'Scholarship and Professionalism' was too high and that the weighting for 'Student-centred teaching was too low'. They felt that this was a consequence of the Model being based on journal articles written primarily by scholars rather than teachers, which had biased the weightings away from Teaching and towards 'Scholarship and Teaching'.

Analysis of the 119 responses to this question showed that excellent teachers view teaching excellence in a different way to the literature. Mapping their responses to the themes in the Model resulted the adaptations shown in Table 26 and Figure 3. An additional element, 'Other' was added to the Model to accommodate comments that fell outside the existing themes.

Quality	n	%	Characteristic	n	%
Professional	47	39.5	Reflection	3	2.5
			Scholarship / Professionalism	10	8.4
			Student-centred Teaching	34	28.6
Practical	3	2.5	Assessment and Feedback	2	1.7
			Organisation	1	0.8
			Pedagogy	6	5.0
Personal	49	41.2	Personal Qualities	27	22.7
			Pastoral	12	10.1
			Influence / Motivation	10	8.4
Other	14	11.8	Other	14	11.8

Other = Generic statements, 'combination of things', 'cannot be defined'

Table 26: Teaching Excellence from the Lecturer Perspective

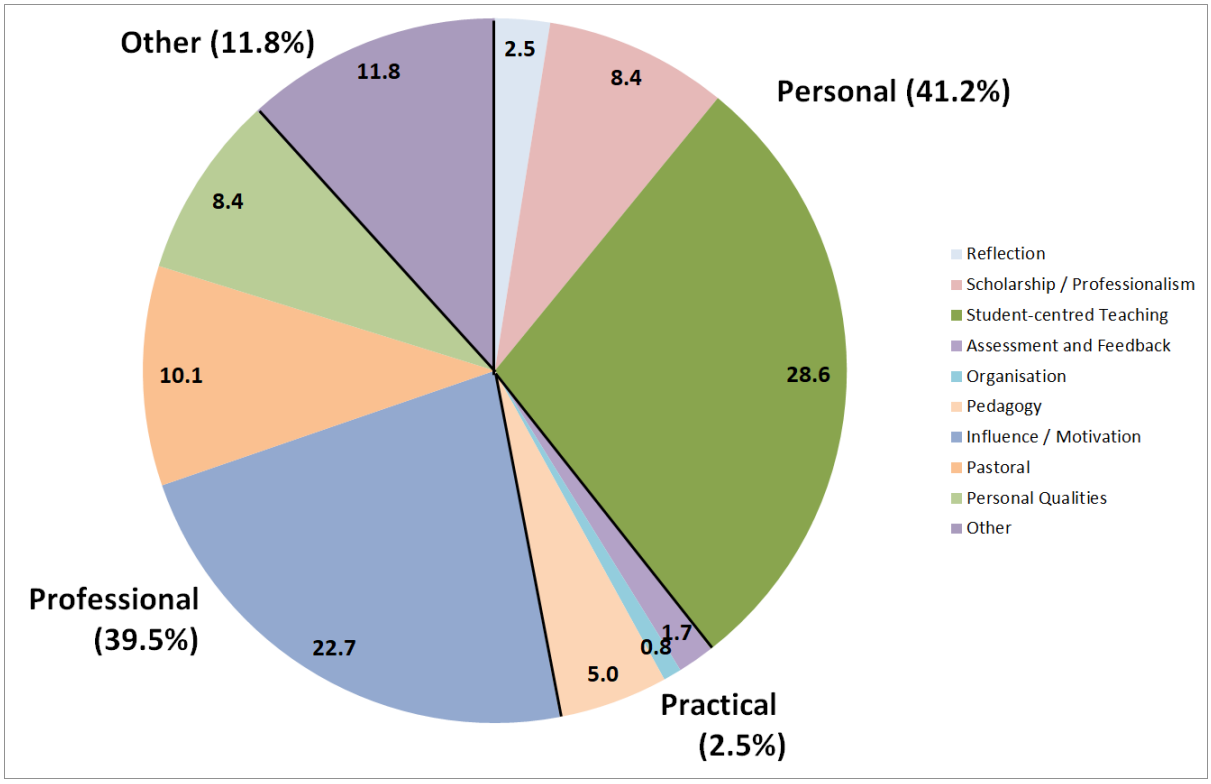


Figure 3: The Model of Teaching Excellence from the Lecturer Perspective

A comparison of the Model derived from the literature and the Model derived from lecturer responses (see Table 27 and Figure 4) clearly shows the shift in emphasis between the two. While the focus on the Professional Quality remains little altered, the focus on Scholarship / Professionalism has reduced by almost the same proportion that the focus on Student-centred Teaching has increased. Lecturers also drastically played down the importance of the Practical Quality in favour of the Personal Quality.

Quality			Characteristic		
	Model	Staff		Model	Staff
	%	%		%	%
Professional	42.2	39.5	Reflection	8.3	2.5
			Scholarship / Professionalism	26.7	8.4
			Student-centred Teaching	7.3	28.6
Practical	30.1	2.5	Assessment and Feedback	4.9	1.7
			Organisation	7.8	0.8
			Pedagogy	17.5	5.0
Personal	27.7	41.2	Influence / Motivation	8.3	22.7
			Pastoral	9.7	10.1
			Personal Qualities	9.7	8.4
Other		11.8	Other		11.8

Table 27: Comparison of the Model with the Lecturer Perspective

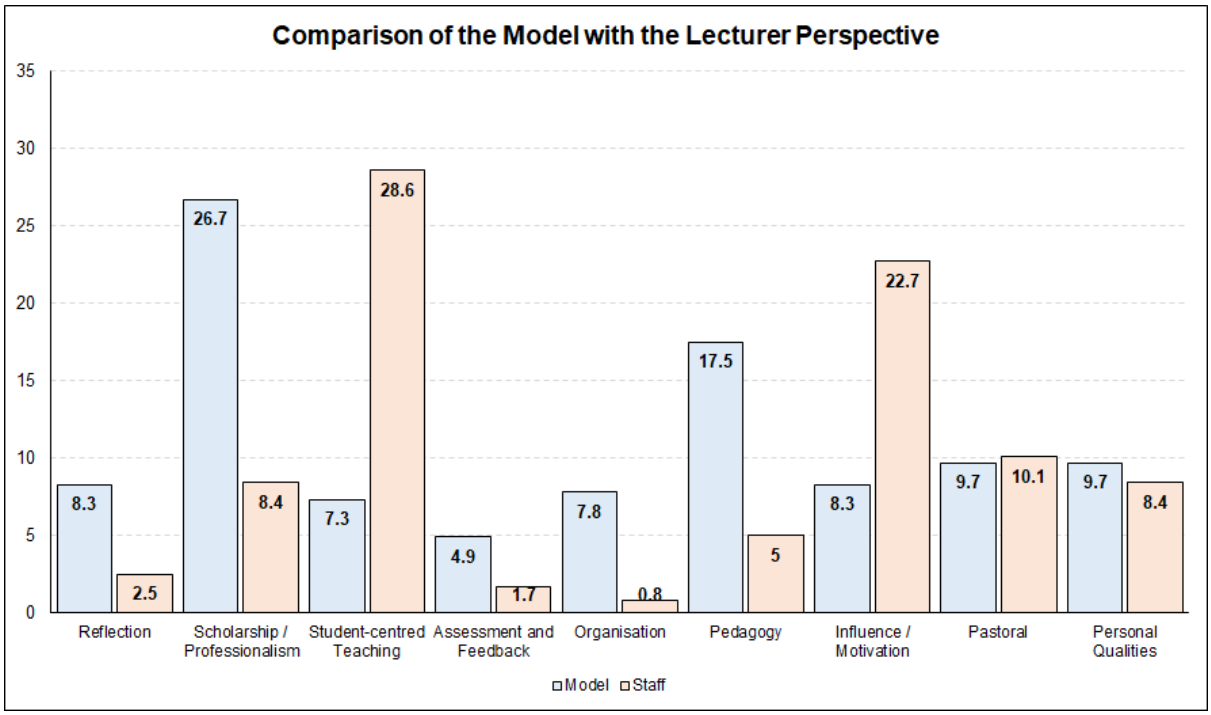


Figure 4: Comparison of the Model with the Lecturer Perspective

Motivation towards Teaching Excellence. Importantly, respondents from all four case studies (*n*=13) also stated that they were 'Definitely not a trophy hunter', meaning that they were not motivated to be excellent teachers because of the existence of reward and recognition schemes. The fact that Teaching Fellowships exist does not motivate teachers to be excellent.

Respondents from all four case studies (*n*=15) stated that their primary motivation was 'The students'. In addition, one respondent from UNIA stated vehemently (four times) that a badge is not necessary, and that student achievement is the only valid measure of excellent teaching. Six respondents from the four case studies referred to acting from a sense of 'Duty' (towards the students), and five clearly stated that they were internally motivated. Another six (UNIA *n*=3, UNIB *n*=2, NTFS *n*=1) strove for 'Job satisfaction'. Interestingly, six respondents (UNIB *n*=4, UNIC *n*=2) wanted to give their students the same 'Inspiring teaching experience' that they had received as pupils or students.

One respondent from UNIA, however, did candidly point out that everyone is ultimately motivated to increase his or her salary.

Details of Award. UNIA respondents were not asked this question as the information was available from documentation. UNIA UTFs were expected to provide evidence of excellent practice across a range of areas of practice, hence awardees did not have a primary reason for nomination. The responses are listed in Table 18 above.

Respondents from the remaining three case studies provided 13 different responses: 'Classroom Practice', 'Facilitating and empowering learning on a placement module', 'Innovative content design', 'Study skills module', 'Assessment design', 'Assessment literacy', 'Classroom response systems', 'e-assessment', 'Engagement and empowering', 'Management of difficult courses', 'Pastoral support and personal tutoring', 'Video logs', and 'Student nominated' (i.e. topic unknown).

The most striking outcome of the analysis of this question is that despite having been awarded teaching fellowships, only two were awarded for classroom practice (plus a third at UNIA that included a classroom practice element). The majority of awards were for design rather than delivery.

Impact on Recipient. Respondents from all three institutions noted that the primary effect of receiving the award was 'Affirmation', which acted as confirmation that they were doing a good job (highest number of References). Eight respondents from two institutions (UNIA *n*=4, UNIB *n*=4) noted that the effect of receiving the award was short-lived and within a year was little more than letters on an email signature.

Four respondents from the institutions noted that the award had helped them with career progression, while another two stated that it had not helped at all.

Five respondents (UNIA *n*=3, NTFS *n*=2) noted how the award meant that they were subsequently regarded as Learning and Teaching experts. A further five respondents (UNIA *n*=3, UNIC *n*=1, NTFS *n*=1) reported that receiving the award had no impact on them whatsoever.

Behavioural Changes following Award. The highest overall response from all four case studies (*n*=19) was that respondents did not change their behaviour as a consequence of receiving the award. Six respondents noted a boost in their confidence, and two felt more reflective.

Impact of Recipient's Award on their Colleagues. The most frequent combined response (*n*=13) from all four case studies was that receiving an award had no impact on immediate colleagues. In addition, an equal number of positive and negative responses from colleagues was reported (*n*=9).

Impact of Recipient's Award on their Managers. Three Themes were recorded by all four Case Studies: 'Positive Response', 'Negative Response', and 'None'. Of these, the highest number of References (*n*=13) was for 'None': that managers took no notice of the award. 'Positive Response' and 'Negative Response' attracted an equal number of responses (*n*=6). A further six respondents (UNIA *n*=3, UNIC *n*=1, NTFS *n*=2) noted how their managers treated them as 'Learning and Teaching experts'.

Impact of Recipient's Award on their Students. Respondents from all four case studies (*n*=17) stated that their students did not know that they had received a teaching excellence award. Ten respondents noted that this is not something that they would advertise, three of whom pointed out the retrospective nature of the award, while another four pointed out that the award was listed on their email signature. Five respondents did explain that their students had benefited from the award as they had used the financial reward to fund events for the students.

Additional Comments. The highest number of References (*n*=23) was for the TEF, which was raised by all four case studies (UNIA *n*=3, UNIB *n*=10, UNIC *n*=2, NTFS *n*=8); however, this topic is explored at length in *Chapter 5: Discussion*.

The Theme of 'Non-applicants' attracted ten references (UNIA *n*=6, UNIB *n*=3, NTFS *n*=1). Respondents had previously raised the issue of lecturers who do not apply for teaching

excellence awards above in answer to Question 7 (i.e. Please tell me what impact this had on your departmental colleagues).

> I think there's a lot of people who would never get recognition because they won't push themselves forward, who are excellent teachers. So therefore, they'll never get the reward or the recognition for doing it, but they do it anyway. So, it's... there's a lot of people who are very dedicated to being excellent teachers but who don't have the wherewithal to put themselves forward. They just get on with it as that's their job (NTFS5)
>
> [There are] other people in my school who are better than me, who can't be bothered with this because they just get on with the job. And they don't see the need to fill in the forms. They know they're doing a good job. And they get the feedback straight from the students (UNIB2)

When asked what they thought non-applicants might prefer, UNIA6 put forward a reason to explain why some lecturers do not apply for Teaching Excellence awards:

> I'm hoping that if people are being recognised, that maybe that can get the people that are incompetent, and just competent, to want to aspire to it. But actually, it's the reverse in that as soon as you recognised as being excellent, you end up with more work, and those end up with less because they are not good enough. And you're thinking… you're now overwhelming me, and I'm going to become incompetent or just competent, because I can't spend that quality time I need to, to make the student experience so much better

'Student-led awards' generated comments from UNIA (*n*=10) and UNIB (*n*=4), from respondents who felt that student recognition was more valuable than formal recognition from peers in a (primarily) self-nominating process. Indeed, respondents from UNIB (*n*=2) and the NTFS (*n*=1) questioned 'How… students measure excellence'.

The Theme of 'Corporate Excellence' was raised by all four case studies (UNIA *n*=1, UNIB *n*=4, UNIC *n*=4, NTFS *n*=2), all of whom referred to the way that their institutions use the awards for marketing purposes. This process relocates any sense of personal excellence from the awardees and repurposes it as institutional statistics.

Respondents from all four case studies discussed the 'Relationship between Research Excellence and Teaching Excellence' (UNIA *n*=3, UNIB *n*=1, UNIC *n*=1, NTFS *n*=1), and emphasised the importance of the 'Recognition of teaching excellence' (UNIA *n*=2, UNIC *n*=2).

'Entertainment and Performance' was raised again by four respondents (UNIA *n*=1, UNIB *n*=1, NTFS *n*=2), but NTFS2 cautioned that:

> I talk about that with our Associate Dean for research who is also an NTF, and he reckons that the all-dancing all-singing performance, which is probably what I do, it's not the only thing I do, but I do do a lot of that, he reckons that's just baloney, and it does nothing for the students, and all they'll do is remember you and remember that you were lovely but they won't remember anything else. I can think of lecturers I've had where I can't remember anything that they told me

In addition, this question attracted 17 Respondent-Specific responses: 'Continued pressure to research and publish', '[Teaching] Goes unacknowledged', 'Good enough teaching [should be enough]', '[I'm just a] "Grumpy old man"', 'Knowing what you're talking about', 'Learning Gain', 'Luck', 'Other models', 'Parity with research excellence', 'Students as Customers', 'Students as partners', 'Teaching career', 'Terminology', '[Some students are as] "Thick as two short planks"', 'Use Fellowship for Development', 'Value Added', and 'What is Excellence?'

Student Voice

In the absence of direct contact with students, their voice was represented using existing secondary data. NSS data was available for all three participating institutions, which allowed for a comparison, and Student-Led Award data was available for one of the universities involved.

NSS Comparison Tables

	Sector	UNIA	UNIB	UNIC
The teaching on my course	**87.4**	**89.0**	**83.7**	**81.8**
Q1. Staff are good at explaining things	90.9	91.4	86.9	85.7
Q2. Staff have made the subject interesting	84.3	86.7	80.9	78.0
Q3. Staff are enthusiastic about what they are teaching	88.2	90.9	84.3	81.7
Q4. The course is intellectually stimulating	86.2	87.0	82.6	81.6

Table 28: Comparison of NSS Scores - The teaching on my course

UNIA scores exceeded the sector average for all four questions and the Teaching Aspect as a whole. None of the scores for UNIB or UNIC exceeded the sectoral averages (see Table 28).

	Sector	UNIA	UNIB	UNIC
Assessment and Feedback	**73.8**	**78.0**	**67.8**	**71.5**
Q5. The criteria used in marking have been made clear in advance	77.7	82.2	72.6	75.1
Q6. Assessment arrangements and marking have been fair	79.1	79.7	72.6	70.9
Q7. Feedback on my work has been prompt	69.3	77.6	61.2	68.1
Q8. I have received detailed comments on my work	73.6	78.0	69.5	74.0
Q9. Feedback on my work has helped me clarify things I did not understand	69.2	72.6	63.3	69.2

Table 29: Comparison of NSS Scores - Assessment and feedback

UNIA scores exceeded the sector average for all five questions and the Assessment and Feedback Aspect as a whole. UNIC exceeded the sectoral average for two questions. None of the scores for UNIB exceeded the average (see Table 29).

	Sector	UNIA	UNIB	UNIC
Academic Support	**82.0**	**81.8**	**78.9**	**76.5**
Q10. I have received sufficient advice and support with my studies	80.0	80.1	75.7	74.7
Q11. I have been able to contact staff when I needed to	88.0	85.1	85.2	82.9
Q12. Good advice was available when I needed to make study choices	78.0	80.2	75.7	72.0

Table 30: Comparison of NSS Scores - Academic support

UNIA scores exceeded the sector average for two of the three questions of the Academic Support Aspect. None of the scores for UNIB or UNIC exceeded the sectoral averages (see Table 30).

	Sector	UNIA	UNIB	UNIC
Organisation and Management	**80.3**	**78.7**	**74.8**	**77.4**
Q13. The timetable works effectively as far as my activities are concerned	82.3	79.5	80.1	82.2
Q14. Any changes in the course or teaching have been communicated effectively	79.9	78.6	74.7	76.2
Q15. The course is well organised and is running smoothly	78.6	78.0	69.6	73.9

Table 31: Comparison of NSS Scores - Organisation and management

None of the three participating universities exceeded the sectoral average for the Organisation and Management Aspect (see Table 31).

	Sector	UNIA	UNIB	UNIC
Learning Resources	**85.4**	**86.2**	**81.7**	**81.7**
Q16. The library resources and services are good enough for my needs	86.0	85.8	82.7	81.9
Q17. I have been able to access general IT resources when I needed to	88.4	89.3	85.4	85.9
Q18. I have been able to access specialised equipment, facilities, or rooms when I needed to	81.8	83.6	77.1	77.4

Table 32: Comparison of NSS Scores - Learning resources

UNIA scores exceeded the sector average for two of the three questions and the Learning Resources Aspect as a whole. None of the scores for UNIB or UNIC exceeded the average (see Table 32).

	Sector	UNIA	UNIB	UNIC
Overall Satisfaction	**86.2**	**86.0**	**81.4**	**80.3**
Q22. Overall, I am satisfied with the quality of the course	86.2	86.0	81.4	80.3

Table 33: Comparison of NSS Scores - Overall satisfaction

None of the three participating universities exceeded the sectoral average for Overall satisfaction (see Table 33).

Student-led Awards

Despite assurances of confidentiality and anonymity, only one of the three participating institutions provided nominations for their student-led awards. In all cases, the student-led awards were administered by the Students' Union, who were not covered by the gatekeeper agreements, and decided not to provide the data. The institution that did make data available provided lists of nominations for the years 2011/12, 2012/13, 2013/14, and 2014/15. The nominations ranged from short sentences (i.e. three or four words) to lengthy paragraphs. The nominations were thematically analysed into the Characteristics of Teaching Excellence of the original Model derived from the literature. The majority of the nominations included a number of reasons why the student was nominating the nominee, each of which were coded separately.

Tables 34 to 37 show analysis of the responses for each of the academic years.

Quality	*n*	%	Characteristic	*n*	%
Professional	426	18.6	Reflection	23	1.0
			Scholarship / Professionalism	186	8.1
			Student-centred Teaching	217	9.5
Practical	215	9.4	Assessment and Feedback	59	2.6
			Organisation	79	3.4
			Pedagogy	77	3.4
Personal	1,655	72.1	Influence / Motivation	315	13.7
			Pastoral	605	26.4
			Personal Qualities	735	32.0

Table 34: Thematic analysis of Student-led Award nominations for 2011/12

Quality	*n*	%	Characteristic	*n*	%
Professional	310	22.3	Reflection	7	0.5
			Scholarship / Professionalism	181	13.0
			Student-centred Teaching	122	8.8
Practical	106	7.6	Assessment and Feedback	54	3.9
			Organisation	40	2.9
			Pedagogy	12	0.9
Personal	975	70.1	Influence / Motivation	194	13.9
			Pastoral	239	17.2
			Personal Qualities	542	39.0

Table 35: Thematic analysis of Student-led Award nominations for 2012/13

Quality	*n*	%	Characteristic	*n*	%
Professional	339	20.3	Reflection	16	1.0
			Scholarship / Professionalism	237	14.2
			Student-centred Teaching	86	5.1
Practical	111	6.6	Assessment and Feedback	66	3.9
			Organisation	31	1.9
			Pedagogy	14	0.8
Personal	1,224	73.1	Influence / Motivation	157	9.4
			Pastoral	277	16.5
			Personal Qualities	790	47.2

Table 36: Thematic analysis of Student-led Award nominations for 2013/14

Quality	*n*	%	Characteristic	*n*	%
Professional	281	22.3	Reflection	4	0.3
			Scholarship / Professionalism	214	17.0
			Student-centred Teaching	63	5.0
Practical	94	7.5	Assessment and Feedback	45	3.6
			Organisation	34	2.7
			Pedagogy	15	1.2
Personal	884	70.2	Influence / Motivation	98	7.8
			Pastoral	186	14.8
			Personal Qualities	600	47.7

Table 37: Thematic analysis of Student-led Award nominations for 2014/15

Table 38 shows the cumulative number and proportions of the responses across the four academic years analysed. Figure 4 is a graphic representation of the nominations.

Quality	*n*	%	Characteristic	*n*	%
Professional	1,356	20.5	Reflection	50	0.8
			Scholarship / Professionalism	818	12.4
			Student-centred Teaching	488	7.4
Practical	526	7.9	Assessment and Feedback	224	3.4
			Organisation	184	2.8
			Pedagogy	118	1.8
Personal	4,738	71.6	Influence / Motivation	764	11.5
			Pastoral	1,307	19.7
			Personal Qualities	2,667	40.3

Table 38: Thematic analysis of Student-led Award nominations from 2011 to 2015

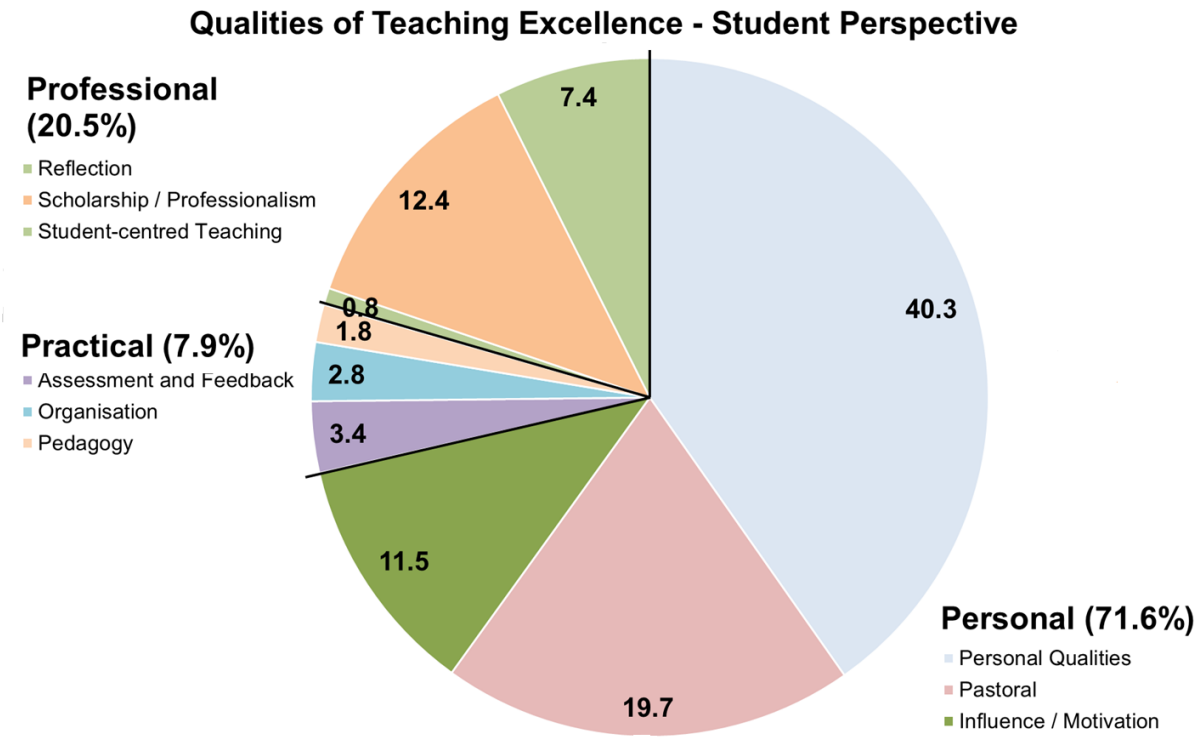


Figure 5: The Model of Teaching Excellence from the Student Perspective

Compared with the Model derived from the literature, it is quite clear that students view excellence in a different way to scholars (see Table 39 and Figure 5). While students do recognise high-quality teaching, this is only a fraction of the student experience. Indeed, students regard excellent Personal and Practical Qualities as the default setting for lecturers in HE: it is the absence of these that attract negative comments, and reduce scores, in the NSS.

Quality			Characteristic		
	Model	Students		Model	Students
	%	%		%	%
Professional	42.2	20.5	Reflection	8.3	0.8
			Scholarship / Professionalism	26.7	12.4
			Student-centred Teaching	7.3	7.4
Practical	30.1	7.9	Assessment and Feedback	4.9	3.4
			Organisation	7.8	2.8
			Pedagogy	17.5	1.8
Personal	27.7	71.6	Influence / Motivation	8.3	11.5
			Pastoral	9.7	19.7
			Personal Qualities	9.7	40.3

Table 39: Comparison of the Model with the Student Perspective

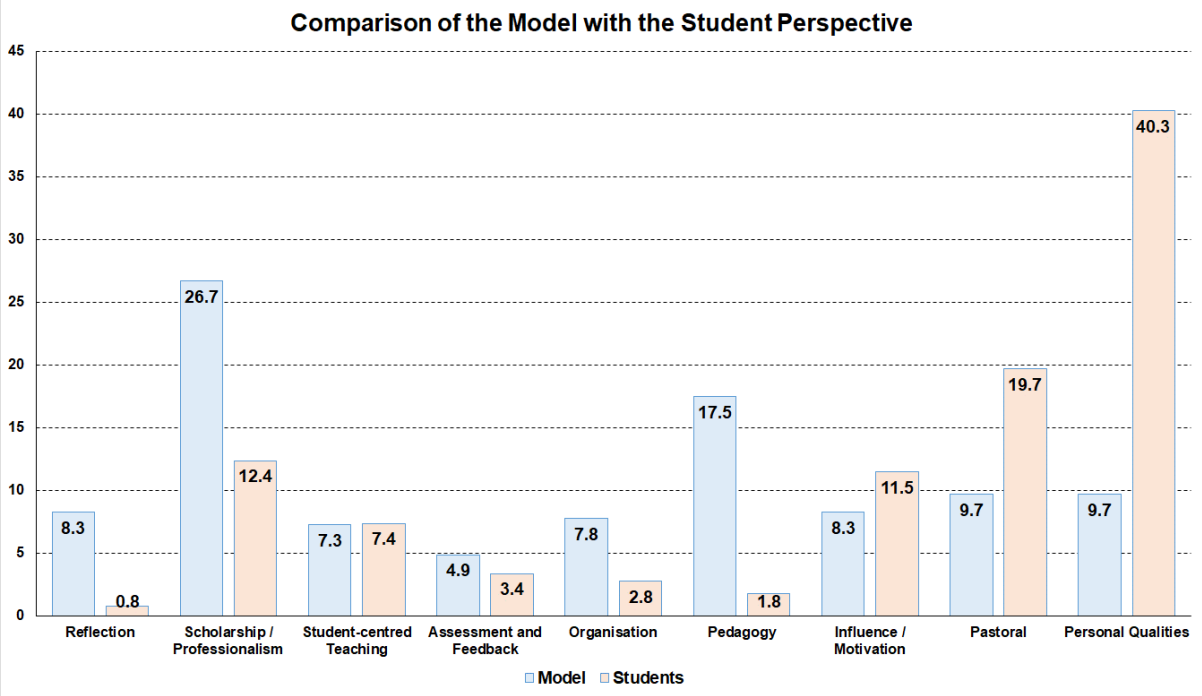


Figure 6: Comparison of the Model with the Student Perspective

Analysis of student comments shows that they define excellence as the connection with a consistently enthusiastic, influential, academic, who provides high quality support, both academic and personal, swiftly and clearly, and especially outside normal working hours.

Table 40 shows the top five most frequently used words (of four or more letters) in the student-led award nominations. In line with the fact that students value Personal Qualities so highly, the words ‘time, ‘help’, and ‘support’ appear. However, the fact that the word ‘always’ is the most frequently used word by a considerable margin suggests that, above all else, students appreciate consistency in attitude.

Word	Frequency
Always	1970
students	1732
Time	1498
Help	1188
Support	925

Table 40: Top five most frequently used words in the student-led award nominations

Teaching Fellowship criteria

The three participating institutions all use the same three basic criteria of teaching excellence as the NTFS:

Criterion 1: Individual excellence
Criterion 2: Raising the profile of excellence
Criterion 3: Developing excellence

Where they differ, however, is in the spectrum of excellence they use to gauge the level attained by the applicant.

NTFS awards are based on two dimensions of excellence:

- evidence of having enhanced both student outcomes and the teaching profession
- demonstrating having a transformative impact on students and teaching

Reviewers allocate points to illustrate the extent to which applicants meet these dimensions and is measured using 6-point Likert scales (see Table 41)

	5 points	**4 points**	**3 points**	**2 points**	**1 point**	**0 point**
Evidence	Outstanding	Very good	Good	Satisfactory	Limited	Poor/no
Demonstrates	Fully	Clearly	Demonstrates	Partially	Rarely	Fails to

Table 41: NTFS Spectrum of Excellence

Unlike the NTFS, the HEIs only assess applicants against the Evidence dimension. Equally, unlike the NTFS, the HEIs reduce the number of options in the spectra of excellence they use for measurement.

UNIA[5] used a 5-point Likert scale to measure the extent to which applicants meet the criteria:

Excellent (1) -> Excellent (2) -> Good -> Satisfactory -> Poor

[5] This was true during the period of the research but UNIA have since changed their criteria.

UNIA, however, substitutes a second definition of ‘Excellent’ for ‘Very Good’, thus doubling applicants’ opportunity to be given an award.

UNIB uses a 4-point Likert scale to measure the extent to which the applicant meets the expectation:

Exceeds -> Meets expectation -> Partly meets -> Does not meet

UNIC uses a 5-point Likert scale to

Strong -> Good -> Partial -> Poor -> Little or no match

Chapter Summary

The elements of the case studies have been compared and despite superficial differences between them, the responses show a considerable level of similarity between the NTFS and the three participating universities.

Interview Responses

	Questions*									
Similarities	**1**	**2**	**3**	**5**	**6**	**7**	**8**	**9**	**10**	**Tot**
Themes raised by all four groups	4	8	4		2	2	3	1	3	**27**
Themes raised by two UTFs and one NTF	4	4	2	1	1	1	1	3	2	**19**
Themes raised by one UTF and one NTF	2	1	2	1					1	**7**
Total Similarities	**10**	**13**	**8**	**2**	**3**	**3**	**4**	**4**	**6**	**53**
Differences										
Themes raised by all three UTFs but no NTF	4	1		2						**7**
Themes raised by two UTFs but no NTF	4	1	2	2				1	2	**12**
Themes raised by only one UTF	11	9	5	4	1	3	1	1	16	**51**
Total UTFs only	**19**	**11**	**7**	**8**	**1**	**3**	**1**	**2**	**18**	**70**
Themes raised by NTFs but no UTF	1		1	1			1	3	3	**10**
Total Differences	**20**	**11**	**8**	**9**	**1**	**3**	**2**	**5**	**21**	**80**
Grand total	**31**	**26**	**19**	**16**	**10**	**13**	**14**	**18**	**27**	**133**

* Question 4 has been omitted from this table as the information from UNIA is anomalous

Table 42: Summary of Similarities and Differences of Interview Responses

Similarities are defined as those Themes that are raised by both UTF and NTF responses, and Differences are those Themes that are raised by either UTFs only or NTFs only. Thus, of the 133 Themes raised, 53 are categorised as similarities, and 80 as differences (see Table 42).

The highest number of similarities are those Themes raised by all three UTFs and the NTFs. This shows a parity of experience of Fellows at both levels and all institutions. The questions with the highest number of similarities are 01, 02, 03, and 10, which all have four or more similarities (see Table 43).

Question	Themes
Q01 – Please tell me what 'teaching excellence' means to you	• Student-centred teaching • Enthusiasm • Student outcomes • No, it can't be defined
Q02 – Please tell me how closely my model of teaching excellence matches your experience	• Weighting of the topics • Personality • Reflection • Organisation • Pedagogy • Pastoral • Influence and motivation • Assessment and Feedback
Q03 – Please tell me what motivates you to be an excellent teacher	• The students • Definitely not a trophy hunter • Duty • Internally driven
Q10 – Is there anything else you'd like to tell me about your perception of teaching excellence?	• TEF • Relationship between Research Excellence and Teaching Excellence • Corporate excellence

Table 43: Similarities raised by all four case studies

The second highest number of similarities are those Themes raised by two UTFs and one NTF. The questions with the highest number of similarities are 01 and 02, which have four similarities (see Table 44).

Question	Themes
Q01 – Please tell me what 'teaching excellence' means to you	• Generic • Knowledge of your subject • Flexibility and adaptability • Reflective Practitioner
Q02 – Please tell me how closely my model of teaching excellence matches your experience	• Student-centred teaching • Generic • Scholarship • Professionalism

Table 44: Similarities raised by two UTFs and one NTF

The lowest number of similarities are those Themes raised by one UTF and one NTF.

The highest number of differences are those Themes raised by only one UTF, which are those that are institution-, or even, respondent-specific. Nevertheless, the fact that a Theme

is raised by a single individual does not make it any less important, it simply means no-one else thought about it.

The second highest number of differences are those Themes raised by two UTFs but no NTF. These Themes, however, do show similarities between two of the UTFs, especially for Q01:

Q01 – Please tell me what 'teaching excellence' means to you

- Student support
- Developing student skills
- Subject-specific
- Pastoral care

The lowest number of differences are those Themes raised by all three UTFs but no NTF. These Themes, however, do show similarities between the UTFs, especially for Q01:

Q01 – Please tell me what 'teaching excellence' means to you

- Learning Facilitator
- Engage with students
- Combination of things
- Understanding diversity

The NTFs raised ten Themes that were not also raised by the UTFs.

The table shows 53 similarities between UTFs and NTFs, but, after deducting the 51 institution-specific Themes, the total number of differences is reduced to 29: 19 Themes raised only by UTFs, plus ten Themes raised only by NTFs.

Despite a few case study-specific responses, the overarching themes raised by recipients in the NTFS and the three participating universities are broadly aligned.

Student Voice

Unfortunately, access to NSS free text comments was not made available. Consequently, the sole use of NSS data is to compare the scores of the three participating universities with the sector averages for the aspects of the student experience.

As noted above, the purpose of the comparisons of NSS scores is to determine the extent to which the student experience differs from the sector average, from which it is possible to infer the extent to which the students perceive the level of excellence achieved at each participating university in each of the aspects.

- Apart from *Overall Satisfaction*, UNIA student ratings exceed those for the sectoral average in three of the four Aspects of the student experience and 13 of the 18 questions. The shortfall in two of those five questions is below one percentage point.
- UNIB student ratings do not exceed those for the sectoral average in any of the Aspects of the student experience and none of the 18 questions.
- UNIC student ratings do not exceed those for the sectoral average in any of the Aspects of the student experience and exceed the average in only two of the 18 questions. The shortfall in one of the questions is less than one percentage point.

This comparison shows that students at UNIA are generally more satisfied with their experience than the sector average, apart from their *Overall satisfaction*. However, UNIB and UNIC students are less satisfied in all Aspects.

Definition of Teaching Excellence

Definitions of teaching excellence by both students and staff differ greatly from the Model derived from the literature. Table 45 and Figure 7 illustrate these differences.

Quality				Characteristic			
	Model	Students	Staff		Model	Students	Staff
	%	%	%		%	%	%
Professional	42.2	20.5	39.5	Reflection	8.3	0.8	2.5
				Scholarship / Professionalism	26.7	12.4	8.4
				Student-centred Teaching	7.3	7.4	28.6
Practical	30.1	7.9	2.5	Assessment and Feedback	4.9	3.4	1.7
				Organisation	7.8	2.8	0.8
				Pedagogy	17.5	1.8	5.0
Personal	27.7	71.6	41.2	Influence / Motivation	8.3	11.5	22.7
				Pastoral	9.7	19.7	10.1
				Personal Qualities	9.7	40.3	8.4
Other			11.8	Other			11.8

Table 45: Comparison of the Model with the Student and Staff Perspectives

The three tallest bars in the chart (Figure 7) reflect the primary focus of each version of teaching excellence. For the Model, the primary emphasis is on the characteristic Scholarship / Professionalism; for lecturers, the emphasis is on the characteristic Student-centred Teaching; and for students, the emphasis is on the characteristic Personal Qualities.

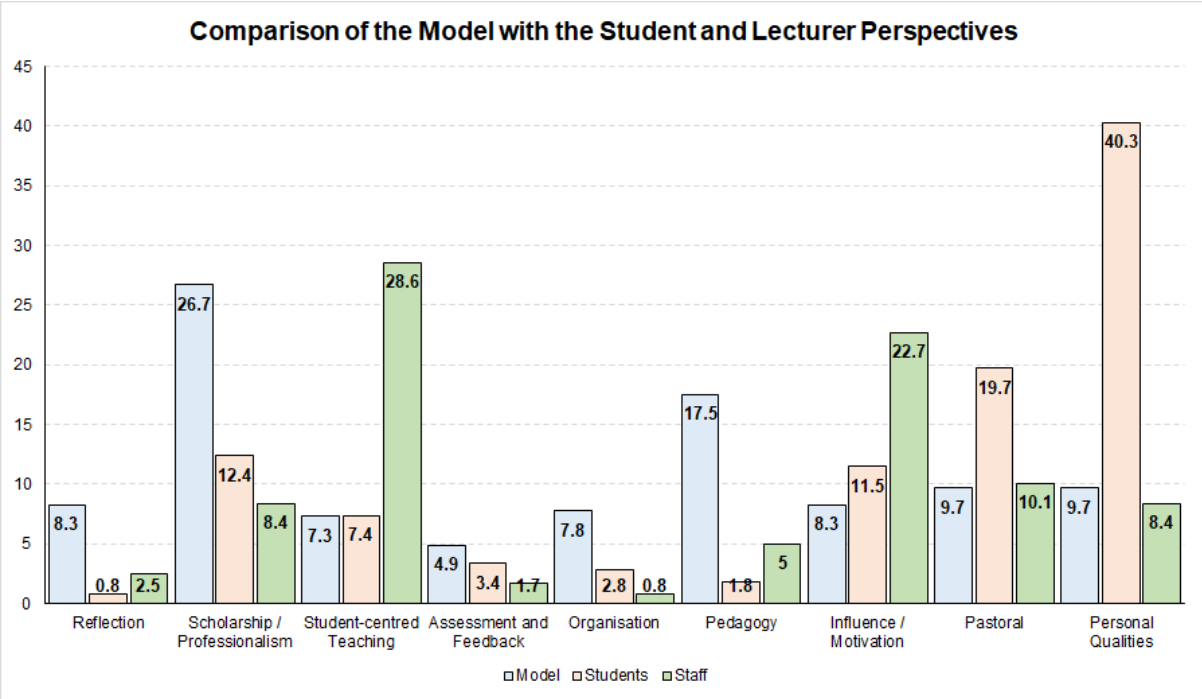


Figure 7: Comparison of the Model with the Student and Lecturer Perspectives

Teaching Excellence Criteria

All three participating universities use the NTFS criteria, and, although they differ marginally in the spectra of excellence against which they measure applications, the process and outcomes are broadly similar. The consistency between the four groups in using three criteria of excellence is an indication of the mutual acceptance that Excellence is too complex to be defined as a single unit.

Each of the case studies use broadly similar, yet semantically different, terminology to distinguish between the different points on the spectra of excellence. The words used to define the highest rating are ‘Outstanding’, ‘Excellent’, ‘Exceeds’, and ‘Strong’. However, as with teaching excellence itself, these points of quality are social constructs, and consequently there are semantic differences between them. For instance, ‘outstanding’ is a much more forceful word than ‘strong’ yet both words are performing the same function. In addition, the value of these types of measure depends on the meanings that reviewers apply to the terms. As the differences between the terms cannot be quantitatively measured, reviewers use their own qualitative judgement to decide on the appropriate measure. Thus, it is likely that an application could appear ‘poor’ to one reviewer but might appear ‘satisfactory’ or even ‘good’ to another. Consequently, applications are reviewed by a number of individuals, including a final panel, to establish inter-rater reliability (Lavrakas, 2011a: unpaged).

Section Summary

Analysis of the primary findings from the Interviews with NTFs and UTFs at the three participating universities, were presented as case studies. The findings have been compared for similarities and differences. As anticipated, some nominal disparities exist between the case studies, and between individual respondents, but the nature and extent of the similarities between the case studies far outweigh the differences. In addition, thematic analysis of nominations for student-led awards over a four-year period has been presented. This analysis reveals a significant difference between the student view of teaching excellence, and that derived from the literature.

The findings of the research have been presented and analysed in this chapter essentially devoid of comment. How the findings relate to the literature and to the research questions is explored in depth in *Chapter 5: Discussion*.

Chapter 5: Discussion

Introduction

The findings presented in *Chapter 4: Findings and Analysis* are discussed in this chapter. Throughout the chapter, summaries of findings are presented and the topics that arise are discussed in relation to the literature. The chapter is divided into five sections:

Section 1: Purpose of Reward and Recognition Schemes
Section 2: Impact of Reward and Recognition Schemes
Section 3: Stakeholder Perspectives on Teaching Excellence
a) Excellent Teachers' Perspectives
b) Institutional Perspectives
c) Student Perspectives
Section 4: Relation to Research Questions
Section 5: Implications and Recommendations

Section 1 includes an exploration of the reasons why reward and recognition schemes exist, along with consideration of their mission and purpose. Section 2 is comprised of analyses of Fellows' observations of the impact an award has on the recipient, their colleagues, their managers, and their students. Section 3 contains definitions of teaching excellence from the point of view of excellent teachers, the institution, and the students (as derived from the proxy measures of the NSS and thematic analysis of nominations for student-led awards at one of the participating institutions). Section 4 shows how the research has addressed the original research questions. Finally, Section 5 includes discussion of the implications of the research, both for the TEF and Teaching-only Pathways, with recommendations for both.

Section 1: Reward and Recognition Schemes

As noted in *Chapter 2: Literature Review*, the three primary reasons for reward and recognition schemes are:

1) to motivate staff to develop excellent practice
2) to share excellent practice
3) to incentivise other staff to emulate excellent practice in order to achieve an award

Points 1 and 2 are explored in the next few paragraphs, and Point 3 is explored in Section 2 of this chapter, *Impact of Reward and Recognition Schemes*, under the heading, *Impact of the Recipient's Award on their colleagues*.

Motivation to Develop Excellent Practice

Despite the assertion by (Chair and Vice-Chair of the Association of National Teaching Fellows) Eales-Reynolds and Frame (2010) that 'a number of NTFs appointed in the last few years have deliberately built up their careers to this point so that it has been part of profession development plan' (2010: 4), Seppala and Smith (2019) noted how 'only a minority of the respondents viewed teaching awards as an incentive to improve the quality of their teaching' (2019: 4). Unsurprisingly, therefore, none of the 18 respondents who answered this question said that they were motivated to achieve excellence because of the existence of teaching fellowship schemes. In HE, it appears that once 'Economic Security' has been achieved (at Senior Lecturer level, for example), many academics no longer need 'praise and awards' to address any further needs (Maslow, 1973). As UNIA1 explains,

> promotion only usually happens for vast majority of academic staff at two points; when they go from lecturer to senior lecturer, which is semi-automatic anyway, provided you've got your PGCert. And then you've got the big jump from Level Six to Level Seven and you know, the majority of staff opt not to make that jump

Even the financial reward was not considered to be in and of itself a motivating factor. UNIB9 admitted that 'Yes people are motivated by money, etcetera, but actually it's not the thing that gives them any satisfaction'.

Others noted how teaching excellence is not about money or status, with UNIA4 stating, 'Money doesn't motivate me in any way, shape, or form'. Also, despite other respondents

having used awards to improve their career prospects, two respondents disagreed, with UNIB1 stating that 'It isn't really anything to do with wanting to climb a ladder or anything'. However, UNIA2 did acknowledge the financial appeal: 'In terms of, progressing my career, and moving forward, and earning more money, you have to do this to a certain degree. And to a certain degree that motivates me. Otherwise, I wouldn't work at all, would I?'

Despite assurances of anonymity, including assertion of *Chatham House Rules* (Chatham House, 2019), it is possible that respondents may have chosen not to list monetary gain as a motivating factor to avoid being viewed unfavourably, especially since the financial aspect of some awards is quite generous. It is possible, although unlikely, that respondents, conscious of the fact that money is not normally discussed, may have demonstrated Social Desirability Bias (Lavrakas, 2011b) when discussing this aspect of reward and recognition. However, respondents were extremely forthright in all other aspects of the interview, including damning condemnations of their own university, and immediate colleagues, that it appears unlikely that they would hold back on this topic.

The possibility that some teachers applied for reward and recognition schemes simply to acquire 'trophies' was explored with some respondents. One NTFS3 simply replied that 'I've never been a gong chaser. It's, you know, I do my job to the best of my ability and those come as a consequence'. NTFS5 explained 'That's a consequence not a driver. I just strive to be the best I can in whatever I do. Having said that, getting the NTF wasn't a driver, since when I first started there wasn't an NTF'. As UNIB9 pointed out, 'It's not like going in for the Olympics thinking once every four years you're going to go in for this particular kind of competition'.

This latter point is quite apposite since most lecturers are restricted to applying for a teaching fellowship only once. An award for teaching excellence suggests that there is no possibility of further improvement, or even the opportunity to demonstrate continuing excellence.

In addition to a certificate and funding, Fellows at UNIA are given a lapel pin to wear to demonstrate having received the award. While many recipients proudly display their pins, two respondents commented disparagingly on them. UNIA1 noted how 'Nobody has gone, gosh such a lovely badge. How do I get one?' UNIA4 stated flatly, 'I don't need a badge… I think that little badge meant more to my kids, and more to my mum, than it did to me'.

Alternative Forms of Motivation

Many forms of motivation exist, including those discussed in *Chapter 2: Literature Review*, in the sections, *Intrinsic and Extrinsic Motivation*, *Negative Extrinsic Motivation ('The Stick')*, and *Positive Extrinsic Motivation ('The Carrot')*. Respondents' were clearly not motivated by the existence of teaching fellowships schemes, or the financial reward associated with them. Instead, respondents put forward a range of alternative forms of motivation that drove them to develop excellent teaching practice: Intrinsic Motivation, Student Achievement, a sense of Duty, Job Satisfaction, and creating Inspiring Teaching Experiences.

Some respondents described being intrinsically motivated, since, as pointed out by Ramlall (2004), 'Some people who have a compelling drive to succeed are striving for personal achievement rather than the rewards of success *per se*' (2004: 54). NTFS5, for example, said 'I just strive to be the best I can in whatever I do'. Similarly, UNIB6 stated 'I have… an innate need to feel that I've done the best I can. I'm doing a good job, that I'm supporting students… If somebody walked out of my classroom… thinking, well, that was a waste of time, or I got nothing useful from that, I'd be pretty devastated'.

For two respondents, however, the drive for excellence extends beyond teaching to all aspects of their life: NTFS5, for example, stated that 'I'm not a perfectionist by any stretch of the imagination, but I always strive to be the best. I'm highly competitive. I have been all my life. So, coming second is a failure. If you come second it doesn't count', and for UNIC1, 'From a personal stance it's because I'm quite a driven person and I am really tenacious'.

The most frequent motivation for striving for excellence stated by participants was that it was for the benefit of the students. At a basic level, UNIC4 argued that their motivation was 'Doing the best for students. I do think the fundamental things for a tutor has to be the philosophy and the approach. And that's putting the student at the centre of it'. The nature of other respondents was captured by UNIA5, who said 'it's a fairly altruistic motive, because you wanted them to succeed, so you do anything you could to help them'. Similarly, UNIB1 confirmed 'it was always about enabling students to reach their potential'.

Directly linked to Student Achievement, five respondents talked about feeling a sense of duty towards the students. UNIB2 simply stated 'it's what you have to do, isn't it?' NTFS1 observed that 'I think that it's the right thing to do', and for NTFS3, 'there's very much a sense of duty and responsibility that I feel towards my students'. Expanding on this sense of duty, UNIB5 explained that 'it's my duty and my responsibility to deliver the material well and

to get them ready for assessments, not set them up to fail. [To] make sure they have every opportunity to ask about the assessments'.

Duty in the HE context is both moral (i.e. 'doing the right thing') (Raven, 2001) and legal (i.e. responsibility to 'do the job') (University of Cambridge, 2019a). In both cases, respondents are describing a symbiotic relationship between themselves and the students, although moral duty satisfies an intrinsic need to 'be a good person', while, in this context, the legal duty is to satisfy the contract between the lecturer and the university.

While these examples reflect respondents' sense of obligation, three respondents working in healthcare subjects referred to a specific sense of duty towards those who would be affected by their students after graduation. NTFS2 pointed out that 'these students are going to go out and be healthcare professionals, and they're going to be the one nursing you after you've had your stroke or giving your child speech therapy'.

In addition to a sense of duty towards students, UNIC1 also noted 'a duty of care to ourselves to make sure that we're motivated and we go in every day and we're happy in front of our students, we're not miserable, you know. And we engage with them in a way that is professional'.

Six respondents noted that their motivation to achieve excellence was, according to UNIB1, 'about job satisfaction', because, according to UNIA7, 'if you believe in what you're doing, then you want it to be as good as possible'. Similarly, UNIB9 explained, 'I actually like teaching. So, I'd rather do it well than badly. It doesn't make me feel good if I run a class [and] it's not gone well. But if I run a class, or a workshop or a seminar and it and it goes well, then I feel good'.

Having had an inspiring teacher when they were at university was a motivating factor for three respondents, who wanted to replicate that sense of awe and wonder that they felt in their own students. UNIB7, for example, referred to their 'own experience as a student having a very motivational excellent teacher who was very inspiring'. UNIC2 reminisced about their own experience, saying:

> I suppose I kind of imagined myself firstly as a student, remembering back to some of the good lecturers, I mean some of the good lecturers I had were 35 years ago and I still remember their name. I still remember them, I can remember what they looked like, and I've got quite fond memories of them. So, I know it's a bit egoistic, but I'd quite like students to look back fondly and think actually, I quite enjoyed that

These sorts of experiences may have resulted in academics wishing to share both their passion and knowledge with students. As UNIA7 put it, 'I wouldn't have devoted my whole life, my whole professional life, to communicating [my subject] to, as wide a range of audiences as possible'.

Parity with Research Excellence

The purpose of teaching fellowship schemes was explored in depth in the *Chapter 2: Literature Review*, and was raised by several respondents. One purpose noted was the drive to develop parity of esteem between teaching and research. For NTFS5, for example, fellowships represent a step towards developing this parity:

> for so long we've had recognition of research excellence, I think it's about time that the main purpose of education was given some recognition. When you look at the finances, people get promotion based on their research, but… it's usually the people who are really good teachers that are the caring people as well, they retain students who are thinking about leaving

This remark mirrors Skelton's (2003) argument that 'The majority of teaching fellowship schemes are keen to stress the importance of redressing the balance between teaching and research' (2003: 189). Similarly, the HEA (2006) referred to the NTFS as 'part of an overall programme to raise the status of learning and teaching in higher education and recognises and rewards teachers and learning support staff for their excellence in teaching' (2006: 5). Nevertheless, NTFS5 commented that, 'If you look at the THES… the top ten things that students like: number one is facilities, number two is good teaching. Number nine is strong research. So that speaks volumes to me. Teaching excellence trumps research excellence every time for me'.

As some Fellows pointed out, recognition of teaching excellence is important in and of itself, as:

> it does give a status to that part of your work, which is important, because it's so tempting to underplay the importance of teaching (UNIA7)
>
> [it is important] just have to have those conversations… and the more people that talk about stuff, and do stuff because they can get a UTF they give us that that recognition; it's about changing the culture (UNIA1)
>
> people think, "why is there no recognition of what we're trying to do?" (UNIC2)

Referring to the relationship between research excellence and teaching excellence, NTFS5 said 'I think because for so long we've had recognition of research excellence, I think it's about time that the main purpose of education was given some recognition'. As far as UNIC4 is concerned, excellent teaching goes unacknowledged:

> Tutors [are] doing great stuff, and all they get is a poke in the eye. You're not doing this good enough, you're not doing that good enough. Now do this new initiative here, [and this] new initiative there, without actually acknowledging how good they are, and saying right - good stuff that you're doing, how can we do more of the good stuff?

The movement towards teaching careers based on teaching rather than research (see *Teaching Only Pathways* below), is underlined by NTFS3 who pointed out that Teaching Fellowships

> send a signal, in the context of a world where research and research excellence has become so dominant, I think they serve as an essential counterbalance, to actually say to people who are outstanding [in] teaching, regardless of whether they're research active as well, or not, that teaching matters.

Putting reward and recognition into context, NTFS1 noted that while 'there is room for these schemes… none of these schemes work… very well unless there's that cultural backdrop of people trusting it and thinking it's genuine and really feeling that it truly aligns with something that you feel in the classrooms, and feel in the collegiate places'. It may be that a focus on individual achievement, and the concurrent sense of competition that it engenders, could be at the root of this absence of collegiality. Consequently, the wider adoption of CATE (Collaborative Award for Teaching Excellence) awards (Advance HE, 2019a), which celebrate team excellence, might ameliorate this.

Share Excellent Practice

As has been noted frequently in this thesis, while some institutions may require UTFs to publish or present their practice internally, NTFs are not required to disseminate their practice at all. The sharing of practice, showing how NTFs achieved their award, would provide exemplars for prospective colleagues to emulate, improve transparency, and help to clarify the nature of teaching excellence.

Section Summary

Responses from the participants clearly show that teaching fellowships did not motivate them to achieve excellent practice. Respondents were not attracted by any financial reward, or acquiring post-nominal letters, or a certificate, or a badge. Instead, respondents referred to other forms of motivation including intrinsic motivation and altruism. In addition, recipients noted that a further purpose for teaching excellence awards is to achieve parity between teaching excellence and research excellence.

The next section explores the extent to which the award of a teaching fellowship has an impact on the recipient, their colleagues, their managers, and their students.

Section 2: Impact of Reward and Recognition Schemes

…as long as… teaching excellence reward and recognition schemes are really and truly anchored in making a difference… (NTFS1)

Having an impact is a core purpose of reward and recognition schemes (Skelton, 2003), after all, without impact their existence is questionable. A principal aim of the interviews, therefore, was to determine the nature and extent of the impact of receiving an award on the recipient, their colleagues, their managers, and their students.

Impact of Award on Recipient

The most frequently discussed impact of receiving an award by the recipients was Affirmation, which acts as a means of reassurance that they are 'doing a good job' and should continue in their present vein. Awardees felt an initial sense of pride at being recognised but this was frequently only a short-term effect and within a year it is back to business as usual. In some instances, awards were used to further promotion prospects, but for many recipients, receiving an award had no impact all, and none of the recipients changed their teaching practice as a consequence of receiving an award. These findings broadly mirror those found in a similar study, *Exploring the influence of HEA Fellowships on academic identities*, by van der Sluis (2019), who found, for example, that 'the mode and orientation of the recognition schemes did not stimulate intellectual engagement with teaching and learning or inform ongoing practice' (2019: 131).

just being told you're good… that you're above average, I suppose. [It] probably stems from getting praise (UNIA1)

Half of the respondents reported that they felt the award served as a form of affirmation, and were happy to have been recognised for their work. Responses ranged from simple statements, such as UNIB2, 'it was nice to be recognised', and UNIA6, 'confidence wise, it's nice to be recognised', to longer, more detailed, responses, such as UNIB1, 'it was very motivating. I loved it; it was great to get that recognition, because that module was hard work. So yeah it was very satisfying to think that the work I'd put into the module was recognised, very much so'.

Similarly, NTFS4 noted that 'My teaching feels more grounded because I am clearer why I'm doing what I'm doing, and I no longer work by instinct. I know I have a theoretical foundation for what I'm doing which allows me to be more authentic in my practice'.

Three possible explanations for why affirmation is a significant impact are Imposter Syndrome, the Dunning-Kruger Effect, and Social Comparison. These are explored here to better understand why high-achieving academics felt the need for affirmation.

For some, this feeling of affirmation experienced by lecturers may be an indication that they were experiencing Imposter Syndrome. Imposter Syndrome is the inability of some people to accept that they are doing a better job than some of their colleagues. They feel that, compared with their peers, they are a fraud, and that eventually others will expose them as an imposter. Brems et al. (1994) describe some of the common symptoms of the imposter phenomenon as 'feelings of phoniness, self-doubt, and inability to take credit for one's accomplishments' (1994: 184). Brems et al. (1994) go on to explain how 'imposter feelings influence a person's self-esteem, professional goal-directedness, locus of control, mood, and relationships with others... [and that] Individuals with the imposter syndrome are often intelligent and high achievers, and hence some university faculty may show symptoms of the syndrome' (1994: 184).

Initial feelings of self-doubt are understandable at the start of an academic career. As Nedegaard (2016) explained, '[when I] started teaching, some insecurities crept in. After all, I thought that I was supposed to be the "sage on the stage", teaching my students how to use critical thinking skills to better understand and intervene in a wide range of complex client situations' (2016: 52).

It seems inconceivable that any academic with a Teaching Fellowship, particularly an NTF, might think of him or herself as an imposter. Indeed, Parkman (2016) questions 'why it is that such accomplished individuals are unable to take ownership of the success that is so clear to others' (2016: 52), and concludes that 'Those struggling with impostor tendencies will link achievement to a lowering of standards, networking, timing and their charm' (2016: 52).

Parkman (2016) also argues that 'Rewards and recognition then become associated with anxiety… causing the imposter to see both as undesirable' (2016: 52), although none of the participants in this study reported this directly. Nevertheless, academics experiencing imposter syndrome 'tend to utilize humor in the form of self-deprecation to discount praise and positive public acknowledgements denying their established reputation for competence' (Parkman, 2016: 52), and there was some evidence of this in this research (see *No Effect* section below).

Lecturers with non-traditional career trajectories also experience imposter syndrome, as do those 'individuals who are first in the family to exceed norms or expectations for success in career, financial, and educational goals' (Parkman, 2016: 53). Two respondents mentioned the fact that they were not 'traditional' university lecturers, so the award also acted as an erosion of their Imposter Syndrome:

> I know my subject sure, but I wasn't confident as a teacher because it was new. And because I hadn't been traditionally University myself… This is a whole new learning curve. So it gave me the confidence I was doing something right and doing something well (UNIB5)
>
> maybe as a non-traditional lecturer, someone who has come in from a working-class community, I think it made me feel better. I don't know if it made anyone treat me any better. But I felt better about myself. Getting that bit of validation. So that was nice (UNIC3)

Conversely, Sezer, Gino and Norton (2017) suggest that this is an indication of humility, and that,

> Lack of superiority in assessment of one's abilities and strengths, ability to acknowledge limitations, and lack of self-enhancement and egotism about one's successes constitute the core characteristics of humility. Such displays of humility are often perceived positively by recipients and observers, because the humble self-presenter reduces any threat by avoiding self-aggrandizing statements and displaying his willingness to recognize others' accomplishments (2017:8-9)

Others may be influenced by the Dunning-Kruger Effect, which is best explained by Shakespeare (1623): 'The fool doth think he is wise, but the wise man knows himself to be a fool'. As Kruger and Dunning (2009) explain, 'participants in the top quartile [of any field] tended to underestimate their ability and test performance relative to their peers' (2009: 42). This, they argue, is because,

> these participants assumed that because they performed so well, their peers must have performed well likewise. This would have led top-quartile participants to underestimate their comparative abilities (i.e. how their general ability and test performance compare with that of their peers), but not their absolute abilities (i.e. their raw score on the test) (2009: 43)

Several respondents noted how they did not consider themselves to be special. UNIB2, for example, argued 'I don't think I'm excellent compared with other people'. Conversely, Kruger and Dunning (2009) also point out that 'when people are incompetent in the strategies they adopt to achieve success and satisfaction, they suffer a dual burden: Not only do they reach erroneous conclusions and make unfortunate choices, but their incompetence robs them of

the ability to realize it' (2009: 30). This may explain some of the negative comments that awardees received from colleagues.

Similarly, Social Comparison Theory also addresses this why the most significant impact on Fellows was affirmation. Harvey and Keyes (2019) suggest that 'individuals have a drive to evaluate their own abilities and opinions and do so by comparing themselves against others' (2019: 1). In addition,

> people's self-worth and evaluations of their own abilities can be greatly influenced by social comparison and particularly by whom the comparison target is. Comparing oneself to someone relatively better off (e.g. a silver medallist comparing themselves with a gold medallist) is considered an upward social comparison. Comparing oneself to someone relatively worse-off is considered a downward social comparison (2019: 2)

Brown et al. (2006) argue that,

> such directional comparisons reflect an internal, subjective cognitive process that may not necessarily be linked to objective factors such as organizational rank or status. That is, an upward social comparison reflects a comparison to an individual who is better off on some characteristic or dimension (e.g. salary, relationship with supervisor) while a downward social comparison reflects a comparison to an individual who is perceived to be worse off on some characteristic or dimension (2006: 61)

Both upward and downward comparisons can result in positive and negative reactions. As Brown et al. (2006) explain that upward comparisons may be demoralising, as they are reminders of how the individual has to go, whereas downward comparisons have the opposite effect as they reveal how far the individual has come. Nevertheless, Brown et al. caution that 'downward comparisons that result in assimilation effects are likely to engender negative thoughts and feelings of fear and worry that one might end up like the downward comparison target' (2006: 62).

Thus, reward and recognition for teaching excellence may confer a sense of humility and pride in achievement compared with those who have not (yet) been rewarded or recognised. However, it is always possible to identify people who have achieved more.

Even though receiving the award had felt good at the time, some respondents commented that the initial impact was, in fact, short lived. UNIB9, for instance, bemoaned the fact that 'it's all very nice but short relief to me, in truth, because you're back to the grind pretty damn

quick, aren't you?' UNIB4 remarked that 'it seems to be gone very quickly. It doesn't leave any lasting impression'.

Perhaps the most telling comments were from UNIA5, who noted that 'Sometimes I feel the award has been reduced to just letters after my name on my email signature. And that really saddens me as you really need to put a lot of effort into the application'. In addition, referring to changes in their department, UNIA5 noted that:

> It's just fallen by the wayside. Actually, my certificate is up on the wall in a different building where we don't teach at all... And I just think, ok, I'll just turn up with a screwdriver and take it off the wall and take it home because there's nowhere to put it up where I am at the moment. Sorry if that sounds a little bitter

Singh (2016) explains this temporary effect of reward and recognition and suggests,

> Recognition might be interpreted both extrinsically as well as intrinsically. The extrinsic reinforcement might reduce intrinsic motivation and will be short-lived. The above statements [from awardees] seem to be geared towards intrinsic feelings of sincere recognition. Therefore, it would be more useful to rely on the reinforcement of intrinsic motivators such as sincere appreciation and "thank you" for their contributions for a sustainable and long-term success of information organizations (2016: 203)

This ultimate reduction of the impact of the award to a collection of post-nominal letters and disregarded certificates reflects their true lasting nature as fleeting and superficial congratulatory moments.

Five respondents stated that receiving the award had little or no effect on them, with two saying: 'I don't think so in the slightest' (NTFS2); and 'I know I'm good at what I do' (UNIA4). UNIA5 noted sadly that 'It's really been a little bit of a disappointment. Ok I didn't expect to be seen as the learning and teaching person in the department but I'm almost wondering whether anybody actually knows'. Referring to NTFs, Johnson (2003) felt that 'those institutions where learning and teaching are already rated highly which are most impressed by success in the NTFS. I have a feeling that in the more prestigious research-led institutions being an NTF is a much more ambiguous experience' (2003: 24).

Three respondents noted how the award had resulted in them being recognised as Learning and Teaching experts. NTFS4, for example, commented that 'I have become very much a teaching champion in the institution; I've done a lot of work around reward and recognition and promotion'. UNIA7, however, raised a note of caution, noting that 'I have led some CPD.

Again, that's great to do. I'm always a little bit wary about leading CPD because almost by definition if you are leading a workshop it suggests that you are an expert or even worse you regard yourself as an expert'. Johnson (2003) reported similar results, noting that 'Disappointingly, only 50% of the 39 respondents to our questionnaire said they had been involved in staff development' (2003: 24).

A further three respondents explained how receiving the award had assisted in their career progression. UNIC5, for example, described how:

> I do a lot of teaching compared with others in the department. And certainly, in the past, contributions to teaching were never really treated seriously, as a basis for career progression. And that helped tremendously. Once I had the UTF, I applied to the HEA for Senior Fellowship of the HEA and I got that too. Based primarily on the same criteria as had got me the UTF. And the two together resulted in eventually to promotion to Professorship. So, career progression? Absolutely

Two respondents, however, commented that the award had not affected their career prospects. UNIB7, for example, explained that they had no intention of progressing or moving to a different institution. UNIA6 remarked, bitterly, 'Career progression? Absolutely nothing; nothing whatsoever'.

Missing from participant responses, however, is any mention of enhancement of personal academic reputation. While the effect of this for UTFs is primarily restricted to their own institution, being a Teaching Fellow may be beneficial when applying for a job at another university. Academic reputation, for NTFs, however, is at national level. It may be, therefore, that this was not important to the participants in this study but other NTFs in different circumstances may attach greater significance to academic reputation enhancement. Alternatively, it may be that academics continue to link their scholarly reputation more closely with research output (Nicholas, 2017; Herman & Nicholas, 2019).

'If you tell how to be more excellent, I will learn it and become more excellent' (UNIA6)

The main question in this study aims to determine if reward and recognition of teaching excellence improves subsequent teaching practice. This question, therefore, goes to the heart of the project. However, beyond increased confidence and reflection, respondents reported that receiving the award had made no difference to their teaching.

Six respondents noted that the award had made them feel more confident in their work. As UNIC2 put it, 'getting the award was a real fillip; that really was a confidence booster'. For UNIB1, it meant that 'I was more confident in being experimental with that module. It bolstered confidence, with seeing through the nastier parts of it. So, I wouldn't say it changed anything substantially in my approach to it, but what it did do was confirm a kind of confidence with the overall approach'. NTFS1 noted that 'I think it's probably given me a little bit of a confidence boost, that's very true - made me believe in myself a little bit more. Perhaps [it] made me believe I'm not alone. It's very hard to be a prophet in your own kingdom'.

For two respondents, the process of applying for the award, which required them to engage with learning and teaching literature, increased the level of their reflection. NTFS3, for example, noted that,

> I've become even more aware and reflective of what I do, and how I could do things differently and change things. So, in terms of my activities it's made me even more aware of a certain aspects; it's forced me more into thinking about pedagogic literature more than I ever used to do

By far the highest frequency of responses, however, were from Fellows who had not changed their teaching practice as a consequence of receiving their award, with UNIC4 simply stating 'No. No. No'. Other comments included:

> I don't think I did. I don't think I did (NTFS5)
>
> Absolutely not, nothing's changed (UNIA6)
>
> No, I wouldn't say that (UNIB1)
>
> I always did what I did. I didn't change (UNIB2)
>
> It does absolutely bugger all (UNIB3)
>
> I think I just carried on doing what I was doing (UNIB4)
>
> I'm not aware that I did, no (UNIB6)

Some respondents made humorous self-deprecating comments, including:

> Oh yeah, I've become really big-headed and cocky! Yeah I've got the tee-shirt - walking around saying I'm better than you. No. (NTFS1)
>
> Yes, I have become completely obnoxious (UNIA1)

Teaching Excellence awards are retrospective and, consequently, recipients are already excellent when they receive one. Therefore, in theory, receipt of an award should have little or no consequence on their behaviour. However, UNIB3 put forward an alternative explanation, stating that 'The whole academic environment is very frustrating because academics are a bunch of bloody arrogant shits, really'.

Summary of Impact of Award on Recipient

Respondents stated a number of effects that receipt of a teaching fellowship had on them, the most frequently mentioned of which was affirmation. Some respondents noted how any initial emotional impact only had a short-lived effect, and the award was practically disregarded after a year. In relation to career progression, some respondents had been able to use their fellowship to progress their careers, while others had not. Also, while none of the 26 respondents stated that they had changed their teaching practice after being awarded a fellowship, six respondents did note an increase in confidence, and two stated that they had become more reflective. Several respondents, however, stated that the award had no effect on them at all.

Impact of Recipient's Award on their Colleagues

One of the assumed impacts of awards is that recipients' colleagues will be motivated to develop excellent teaching in order to apply for their own fellowship (Cacioppe, 1999). For some lecturers, however, achieving what is, for them, a satisfactory pay scale (i.e. Senior Lecturer, as noted above) represents a satisfactory and comfortable career plateau. All that is then required is to remain within the parameters of acceptable behaviours and outputs as required by the university, often only producing the minimum required outputs. Hence, by taking a strategic approach, many lecturers can maintain their position indefinitely. Their only motivation is to work just hard enough to avoid disciplinary action, yet with no motivation to improve and develop excellence.

Consequently, the increase in workload for achieving recognition for teaching excellence also acts as to demotivate some staff. As UNIA6 notes,

> as soon as you recognised at being excellent, you end up with more work, and [the incompetent or just competent] end up with less because they are not good enough. And you're thinking, well, actually, you're now overwhelming me, and I'm going to become incompetent or just competent, because I can't spend that quality time I

> need to, to make the student experience so much better, to make that learning environment supportive, as you would like to and I think that kind of then becomes a vicious circle

In terms of a direct impact on colleagues, as opposed to simply reacting, UNIC4 noted how their award gave colleagues the confidence to develop novel and innovative module design:

> [due to the] complexities that come with [a diverse cohort]... and it's then having the confidence to design modules... getting over that fear of change, and believing in the change as well. Building up those communities of practice. That's where the fellowship helps. It acknowledges that it can bear fruit

Only UNIA3 mentioned the possibility that a colleague had, been inspired to apply for a Teaching Fellowship because of their receiving an award, observing that 'Another colleague applied for and got the UTF after I got mine. So it must have had that impact'. In addition, as UNIA6 noted, 'I'm hoping that can be if people are being recognised then maybe we can get the people that are incompetent, and just competent, to want to aspire to it'.

Although UNIC2 noted only that 'I got an email that said, "Well done"', other respondents received positive responses from colleagues, that were, in the main, very warm. NTFS1 recalled that 'I've experienced something that's felt really quite lovely, and supportive, and magnanimous, and celebratory'. NTFS4 said that 'Many people were genuinely pleased, and I got some very nice congratulatory letters', and for UNIB8 'some of them are very, very, very warm the ones who were… mutually supportive and collegiate'.

UNIA5 commented that 'We were a close-knit team and they basked in reflected glory, in some respects. We worked closely as a team, and I would be coming up with ideas about how to do it, and I'd be picking up ideas from them, but we were sharing that, so that was nice'. This comment reflects the fact that excellence does not always reside in individuals but may also be found in teams. It was for this reason that the HEA created the Collaborative Award for Teaching Excellence (CATE) in 2016 (Advance HE, 2019c).

A large number of respondents, however, noted the negative, and often hostile, reactions from their colleagues. Some comments referred to particularly unpleasant comments from colleagues, including UNIA4, who sadly recalled that 'There are some people in the department that have been reasonably aggressive for the fact that I've got one and they haven't… and there has been some resentment, and certainly a great deal of sarcasm: "oh why don't we ask [redacted], he's the teaching expert?"'.

As noted in *Chapter 4: Findings and Analysis*, UNIB3 noted that 'they're not impressed... it's that playground bullying… that they going to ignore you. They see it as you being a teacher's pet'. Frame, Johnson and Rosie (2006) had similar findings: 'the most negative we found was this: It [winning] precipitated a spate of bullying from my immediate managers and a junior colleague' (2006: 415).

Brown (2003) argues that 'High profile ceremonies serve a valuable purpose, but not all NTFS holders, for example, relish the experience of having the spotlight on them. Some find that being marked out this way makes them an object of envy in their own institutions' (2003: 6). UNIB5, for example, was asked 'How did you get that? Why you? I'm as excellent as you are; why haven't I got one of those?' apparently under the impression that they were awarded automatically. But as UNIA4 points out, 'they've not bothered to apply'. Similarly, UNIA6 notes how 'a lot of them haven't gone through the process. They don't realise that yes, I may decide to apply but the application process; you have to demonstrate [evidence]. If you don't demonstrate, you don't get'. However, as Reay (2004) explains, 'academia relies upon desire, greed, ambition, pride, envy, fear, betrayal and inequality within an increasingly privatised, competitive market. Unsurprising then that there is so little real as opposed to contrived collegiality when collegiality requires emotional capacities such as empathy, intuition, trust, patience and care' (2004: 35).

Respondents from some institutions felt that colleagues' reactions were driven by the fact that Teaching Excellence awards had to be applied for rather than being automatically awarded. As UNIA6 stated, 'a lot of colleagues just think you're just trying to show off. You're just pushing yourself forward, and anyone can get them… but because it's self-driven, they discount it'. However, UNIA6 also pointed out that 'They're not seeing the flip side, they're assuming that everyone that applies gets it, they don't see that actually people don't, people are told sorry, you're not suitable, that they're given feedback to improve and reapply'.

Some lecturers do not apply for teaching fellowships because they feel they should be automatically recognised as being excellent. UNIA6 suggested that 'they'd prefer if there's peer recognition that your work is recognised without you having to put yourself forward'. Any process to recognise teaching excellence would, without the concomitant need to provide evidence, be open to accusations of nepotism. Collins and Palmer (2004), for example, suggested a range of sources of evidence for identifying excellent teachers:

Students

Student feedback

Student achievement/value added

Student attendance

Unit questionnaires

Student retention

Peers

External Examiner reports

Peer observation

Teaching materials

Self

Personal reflection on practice

Staff appraisal system

Manager

Staff attendance

Staff appraisal system

Operational

Reward system could be overly bureaucratic – needs to be transparent (2004: 5-6)

However, the most widely used method is a process of self-nomination (or occasionally, as at UNIB, for example, nomination by peers and/or students) supported by evidence of excellence in a range of activities. This process rarely involves evidence gathered from students or peers, and only requires a supporting statement from a manager. But as UNIB2 explained above, the administrative effort in applying for an award using this approach is considerable and off-putting.

Summary of Impact of Recipient's Award on their Colleagues

As noted above, one of the assumed impacts of teaching fellowships is that they motivate teaching staff to achieve excellence, including being inspired by colleagues. Only one of the respondents noted that a colleague had applied for a fellowship after them and assumed a potential causal relationship. Also, while some respondents described warm, congratulatory responses from colleagues, a greater number reported negative responses, some of which were hostile. Respondents also commented on colleagues who had not applied for a fellowship, and offered some possible explanations for this, such as avoiding extra workload.

Impact of Recipient's Award on their Managers

Around half of the respondents reported that their managers had failed to acknowledge the award, even when, for UNIC4, 'getting the fellowship would have gone through all the senior managers, actually. Senior managements would have all signed it off'.

UNIB8, who had received two awards, commented that 'I have never received a word of recognition from the Dean of the School about [either] of these awards, or from my Head of School. In each case I had to tell the Head of School'. While UNIB9 was unclear if their manager was aware, stating 'he doesn't even announce it. He doesn't do this Round Robin, you know; well done to such and such person for this or that'. Similarly, UNIA6 commented on the lack of recognition of their award, noting that 'there's no one in the department who attended [when I received the award from the Vice Chancellor] either. There was no email that the day after to say anything. It was same with the Principal Fellow of the HEA'.

It is possible that some managers will see subordinates as a threat. Yu et al. (2018) explains that 'Perceiving envied subordinates as "foes", engenders a hostile adaptive gap-reduction strategy such as abusive supervision to "level-down" the envied foe. In support, work examining abusive supervision from a moral exclusion perspective indicates that hostility is often directed at individuals who are perceived to be undeserving of fair and morally appropriate treatment' (2018: 2301).

Fuller et al. (2005) suggest that it may be that 'newcomers pose a threat to 'old timers' thereby creating a dynamic tension between continuity (of the community) and displacement by the young of the old as, each threatens the fulfilment of the other's destiny, just as it is essential to it' (2005: 53). Alternatively, in research-focused institutions, it may be that 'some see the rise of teaching-only academics supported by new career paths and pay enhancements as a threat to the fabric of academic life' (Oxford, 2008: unpaged).

In a reference to the use of awards to bolster Corporate Excellence (see *Corporate Excellence* section below), UNIB3 observed how the manager used the information cynically: 'they'll use it when they're having to write a report, you know, teaching excellence, but they didn't say anything to me'. This lack of public recognition of teaching awards may act as a disincentive to other members of staff to apply for them, even more so when the only apparent purpose is to benefit the institution rather than the recipient. As NTFS2 enquired, 'how are we going to encourage anyone else to go for another one? How are we

going to be able to show anyone that teaching is important if you don't celebrate the biggest award that there is?'

Some respondents did receive positive responses from their managers. For example, UNIC1 stated that their managers 'thought it was really good that I had it'. Similarly, UNIC3 reported that 'my particular line manager was very pleased… He loves the fact that some of his team have got teaching fellowships. He is a research informed pedagogue who believes in education and professional development passionately'.

Getting an award can have unexpected results, as UNIB2 explained, 'I suspect maybe things happen when I ask for some money or whatever, it's given to me because they probably know I have a track record'. Nevertheless, NTFS1 felt damned with faint praise, noting how 'I think it has added a bit of value and people have gone, well, if they're willing to listen to him outside, then maybe we should listen to him a bit more. So there is that as a bit of a minor phenomenon'.

Conversely, some managers were less than supportive. UNIC3 noted, for example, that 'This VC… wants any academic credit for the university to come from him, and what he's done. And anyone with any other academic credibility is competition'.

One response from managers is to treat the awardee as a Learning and Teaching expert Skelton (2003). UNIA6 noted that, as a consequence of getting the award, 'it's easy for them then to pass learning and teaching stuff to those who are recognised. So that they don't have to have the responsibility ', while UNIC2 found that 'I tend to get more people coming to me, because I've got that, they'll come to me and say, oh somebody needs mentoring on this; can you do it?'

This also acts as a further disincentive for some lecturers to apply, particularly those in research-intensive universities. As Frame, Johnson and Rosie (2006) noted in their review of the NTF scheme, 'A number of winners were disappointed that their success was valued less highly than research' (2006: 414). NTFS4, for example, explained that, while attempting to persuade colleagues to apply, some refused nomination for fear of being too closely associated with teaching as opposed to research, which might potentially hurt their career. As Skelton (2003) points out, 'Receiving an award for teaching and becoming a 'fellow' can confer an ambivalent status, particularly in research intensive institutions. An emphasised 'teaching identity' can prove costly in career terms, especially if one allows disciplinary research interests to subside' (2003: 189).

Eight respondents noted the way in which Teaching Excellence awards were co-opted by their universities for a variety of reasons. Teaching Excellence, for example, is frequently driven by institutional objectives to address external requirements, such as KIS reports, or NSS scores, or TEF metrics, or to improve League Table placings. As three respondents explained:

> I think some people are very driven by teaching excellence and not in a good way… they will put all these strategies in place but actually, they don't know their subject matter (UNIB7)
>
> It becomes a box-ticking exercise. And that there are those who will go through the process simply because the university requires that they do it, rather that they're fully engaged with what they are doing (UNIC5)
>
> If you look at the THES table a couple of weeks ago, the top ten things that students like – number one is facilities, number two is good teaching (NTFS5)

Teaching excellence awards are also used by universities as part of their marketing strategies (Wood & Su, 2017a). As UNIB7 noted: 'I think we spend a lot of time on these institutional [drivers] now. And that driver, that kind of endless call for changes and measures and statistical analysis [is the future]'.

Summary of Impact of Recipient's Award on their Managers

Approximately half of the respondents stated that their managers had not even acknowledged that they had been awarded a teaching fellowship. This lack of recognition may be due to managers feeling threatened by high achieving subordinates, or because teaching is not highly regarded in research-intensive institutions. Also, while some other respondents' managers did react positively, by distributing congratulatory emails, others were less supportive. Some respondents felt that the award had resulted in managers viewing them as experts in learning and teaching, which, in research-intensive universities, some respondents regard as having a negative effect on their career.

Impact of Recipient's Award on their Students

Perhaps the most important consideration of teaching excellence award schemes is whether they have any impact on the student experience. However, apart from two relatively minor positive impacts, the award did not affect the student experience at all.

Respondents described two ways in which receiving their award had resulted in a direct impact on their students: financially, and through increased confidence.

Five respondents described how they used their funding on activities that had an immediate impact on their students. UNIC4 described how:

> out of the funding I got, I got my students… to make digital artefacts and do some reflective things on the module, and I think they're going up on the website as well… and they're also being a part of evaluating the research… and we're going to present the findings from that… and do a collective paper

Also, even though the funding was from a single event, in some cases, the results were considered good enough to be funded in subsequent years.

Two respondents reported that their confidence had improved after receiving the award, which positively influenced their teaching, thereby improving the student experience. As UNIB1 explained, 'it would have an effect on the students experience in terms of my confidence with further delivering it'.

UNIC2 did experience an indirect change, not from receiving the award, but from going through the application process: 'I think the process of going through the Fellowship forced me to actually do some reading and engage with people about teaching and learning. And that was quite interesting, and I did learn, and it did lead to some change in emphasis in some of my teaching'.

The majority of respondents, however, were of the opinion that their current students were unaffected by the award:

> Students wouldn't recognise the fact that I was a NTF (NTFS5)
>
> Honestly, I don't think it has (UNIA4)
>
> I'm not sure that the award has made a difference (UNIA5)
>
> I don't think it's made any difference to them. I don't think they are aware that the university has such awards, and that people who are considered to be good, are recognised (UNIA6)
>
> The current lot don't know that I have because it's been, gosh five or six years, I can't remember when I got the last one; it's at least six years, so the generations have changed over (UNIB3)
>
> No, I don't think it does (UNIB6)

> No, I wouldn't think so (UNIB7)

Furthermore, NTFS1 questioned how and when such impact might be measures: 'So when does it make them better? Does it make them better next week? In five years' time? So, we evaluate at the end of a module. We might evaluate at the end of a programme. But to actually tune in to specifics is extremely difficult'. NTFS1 also remarked that 'I think sometimes evaluations are conceived by people who don't understand evaluation and the problems with it. And we can get into bean counting. Which is not the whole story'.

In addition, commenting on the difficulties in measuring impact, NTFS1 wryly remarked that 'You can try and weigh this pig, and you'll end up trying to design the scales for the rest of your life. Because nobody will ever agree on what the metrics should be'.

As nine respondents pointed out, advertising the fact that they have received an award to students is not something they would consider. Respondents commented that:

> It's not something that I advertise or broadcast. I don't know any colleagues that do that (UNIB1)
>
> I don't wear it like a badge on my lapel (UNIB5)

In addition, as UNIB9 pointed out, 'It's not something that you bring up any… announcement to students… and we never say that'. Alternatively, as NTFS5 bluntly stated, 'I don't go round and blow my own trumpet. I just get on with it'.

Having said that, some respondents did point out that they publicised the information, even if somewhat passively, in a variety of ways, including as post-nominal letters:

> I have UTF on my email signature… which would tell students if they bothered reading my email signature (UNIA1)
>
> It's on my University profile page, it's on my CV, [and] it's on my LinkedIn profile. So it is something I will publicise. And if students look at my LinkedIn profile, they will see it (UNIB5)
>
> I stuck it on my business card. And on my email signature (UNIC2)

This reluctance to engage with active self-promotion is understandable as it is analogous to bragging, a trait that is generally regarded as socially unpalatable 'since people who brag may be perceived as conceited or arrogant' (Sezer, Gino & Norton, 2017: 12). That said, an increasing number of academics are engaging with passive self-promotion using academic

social networking sites, such as *Academia.edu* and *ResearchGate* (Meishar-Tal & Pieterse, 2017). *ResearchGate* (2021), for example, boasts 'Over 20 million members from all over the world use it to share, discover, and discuss research' (2021: unpaged).

According to Robinson et al. (2018), 'awards can be offered prospectively (i.e. the criteria for earning the award are stipulated in advance) or given retrospectively as recognition for past behavior' (2018: 4). Teaching Fellowships are, however, both, in that the criteria are stipulated in advance, but they are awarded based on evidence of past behaviour. As a prospective award, Teaching Fellowships are designed so that 'aspirants can work towards fulfilling them in order to attain the award' (Robinson et al., 2018: 4), and are intended to motivate academics to perform in certain ways to fulfil the requirements. Nevertheless, the respondents in this study stated clearly that this was not the case for them and that their motivation to achieve excellence was intrinsic and would have still existed if the fellowship did not.

Noting the retrospective nature of reward and recognition schemes, UNIA7 explained that 'It's more so the chicken and egg because if my teaching's good it's when I have gotten the Fellowship. Therefore, the students have benefited from good teaching which caused the Fellowship'. Likewise, NTFS3 stated that 'I'm of the view that it doesn't matter what awards I've got and what I've done last year; if I don't do a good job this year then it doesn't matter one jot. So, I don't make anything of it with my students'.

Summary of Impact of Recipient's Award on their Students

Most respondents stated that their students were unaffected by them receiving a teaching fellowship. As noted above, most lecturers did not alter their teaching practice, particularly since it was this already excellent teaching practice that the award was based on in the first place. Thus, teaching fellowships are retrospective in nature, and awardees' students already have an excellent teaching experience. Apart from institutions that involve student nominations, respondents note that students are largely unaware of the existence of teaching fellowships. Respondents also pointed out that they are not inclined to promote their achievements to their students, particularly since some respondents believe that excellence is better expressed through continued practice rather than awards.

Section Summary

From the foregoing analysis, it would appear that the impact of teaching excellence awards has little or no impact on the recipients beyond affirmation, which, while valuable on an individual basis, makes no significant difference to the behaviour or activities of excellent teachers. In addition, since most awardees are only permitted to acquire a single fellowship, once recognised as excellent teachers, recipients are denied the opportunity to demonstrate either continuing or improved practice (if it is, in fact, possible to become more excellent).

The impact of reward and recognition on individual lecturers has little or no positive impact on their colleagues, who are rarely motivated to emulate their colleague's success, and often react in a negative or even hostile manner. Similarly, while the impact on half their managers is positive, the remainder are generally unimpressed by their subordinates' achievements, rarely congratulating them, and often misappropriating the awards to boost institutional status.

Finally, due to their retrospective nature, teaching fellowship awards have no impact on the student experience. As, at the point of award, teachers have already achieved excellence, their students are already experiencing excellent teaching. Excellent teachers do not become more excellent as a result of being recognised as excellent teachers. In fact, while some students who nominate their teachers for excellence awards may know about the award, subsequent cohorts are entirely unaware of the award, except those who enquire about the meaning of esoteric post-nominal letters.

Section 3: Stakeholder Perspectives on Teaching Excellence

This section includes critical perspectives of the notion of Teaching Excellence from the primary stakeholders: Excellent Teachers; the Institution, and the Student, as developed in *Chapter 2: Literature Review,* in the Section, *Critique of the Model of Teaching Excellence*.

Excellent Teachers

> *If people knew what good teaching was, if there was some sort of magic formula,*
> *and that would always work in all circumstances,*
> *Departments of Education up and down the country*
> *would have closed down years ago, and we'd all be doing it (UNIA7)*

Responses varied significantly between Fellows, who generally defined teaching excellence around a single element, although most included references to other topics. However, the fragmentary nature of teaching excellence from the personal perspectives of the respondents resulted in a wide variety of themes. Of the 30 themes identified in the responses, seven were raised by five or more respondents:

- Student-centred Teaching (13 respondents, 22 references)
- Enthusiasm (8 respondents, 10 references)
- Knowledge of your subject (6 respondents, 6 references)
- Learning facilitator (5 respondents, 6 references)
- Student outcomes (5 respondents, 6 references)
- Engage with students (5 respondents, 5 references)

A further five respondents made six generic comments. The themes of student-centred teaching, enthusiasm, subject knowledge, learning facilitation, and student outcomes and engagement are explored in the following sections.

The most frequent theme discussed was that teaching excellence is primarily concerned with taking a 'Student-centred Approach'. In contrast to a Teacher-centred Approach, in which the focus is on transmission of knowledge from expert to novice, the teacher becomes a facilitator and resource person, and the student takes an active part in their learning (O'Neill & McMahon, 2005). Many respondents talked about supporting students to achieve their full potential:

> I think it's really about helping them develop and do the best that they can (UNIB4)
>
> Trying things that work for students, trying to get the best outcomes for students (UNIB3)
>
> That each individual comes out with an individual output rather than it looking like a standard element, that everybody has the same thing (UNIC1)

UNIC3 eloquently explained that 'it involves having a really challenging and creative curriculum for them but making it a safe space to take those challenges so you can grow, you can stumble, you can make mistakes, you know it's not a trick that you're being led towards the best you can be'.

Respondents spoke about the need to understand students as people, with individual backgrounds that impact on their learning:

> sensing skills to understand your audience (UNIA2)
>
> I think it's largely a matter of making oneself aware of the kind of backgrounds they come from, the kind of skills they have, the kind of histories that they have, and being able to fine tune what one does with those things in life (UNIB8)
>
> looking at students as individuals and not about teaching kind of *en masse* and recognising students individual needs (UNIB6)
>
> I think one of the key things is some insight into your students and their ways of, their ways of learning, and your belief that no matter you can help them understand what it is you're trying to teach them (UNIB9)

The second most frequently discussed theme was 'Enthusiasm'. Enthusiasm is not a discrete element on the Model but is subsumed within the Personal dimension as a contributory factor to Personal Qualities. This suggests that Fellows see Enthusiasm itself as a slightly more significant element of teaching excellence than is reflected in the Model.

Two of the NTFs, for example, pointed out that students will be more likely to develop enthusiasm for a subject where it is taught by an enthusiastic lecturer. NTFS4, for example, declared 'I think you can't expect your students to enthuse about your subject if you are not enthusiastic yourself', while for NTFS3, 'enthusiasm is important; you can't expect students to be enthusiastic for something if you're not yourself'. As Stienan-Durand (2014) argues, 'a keen interest and enthusiasm in the subject should be a pre-requisite for any lecturing post. How can a tutor expect to encourage his or her students to learn if they themselves appear bored by their subject material?' (2014: 1). Other respondents talked about 'making your subject interesting' (UNIB5) by 'sharing a passion' (UNIA5) 'in a fashion that stimulates the students' (UNIC5) so that they 'are excited and enthused about the subjects' (UNIA5).

Enthusiasm is transmitted to students through the performance of teaching. As Dawe (1984) argues, 'To teach is to be able to excite students with information and ideas and to foster in them a lifelong desire to seek information and discover ideas on their own' (1984: 549). For Revell and Wainwright (2009), 'by far the most important factor was the passion and enthusiasm of the lecturer, and the degree to which she/he could inspire students to "*get fired up*" about the subject' (2009: 2147-218 [emphasis in original]). UNIA4, for example, stated, 'I push them forwards, and entertain, entertain the students. You know, I've seen people go to the theatre and the act's boring, and they're having a conversation. I've seen people go to the theatre, and the act is absolutely mesmerizing and excitement'. Similarly, for UNIB8, teaching,

> is performed. I always know, when a lecture's gone well, or a seminar's gone well, because… there is a kind of palpable sense of something being in the room, not just me and them, but something else and that you have been lucky enough to be able to bring something alive into the transaction, it is performative thing

However, NTFS2 advises that 'teaching shouldn't just be you doing your little song-and-dance routine, but that is often the stuff that keeps students engaged. So… if they're doing stuff and your personality and your style keeps them motivated to do those activities, I think that's okay'. UNIA7 also observed, 'I don't think it's just about performance in the classroom, important though that is. It's about what they take away when they leave the classroom, and I think if they come away hungry for more, then yes, you've achieved it'.

This observation is supported by O'Malley (2016) who cautions that 'Energetic and high-octane teaching can be superficially impressive and is often regarded by both students and staff as good teaching, but in many instances opportunities for reflection – and hence learning – are missed in the pursuit of pace' (2016: unpaged).

Subject knowledge was the third most frequently discussed theme. Again, subject knowledge is not a discrete element in the Model, but it exists as a sub-element within Scholarship and Professionalism, along with a wide range of scholarly and professional activities. As Milner VI (2013) points out, 'teachers must have subject matter expertise to facilitate learning opportunities in a classroom' (2013: 348).

NTFS4 noted that teaching excellence 'needs to be rooted in disciplinary knowledge', while UNIB5 argued that lecturers must make 'sure that you're informed'. For NTFS4 it was important to have 'knowledge of your subject', for UNIB9, 'command of your material', and

for UNIA7, ‘a very, very deep understanding and… knowledge of your content’. A good knowledge, according to UNIA5, is vital ‘because if you don’t know your subject, students will see through you straight away’. However, as O’Malley (2016) explains, ‘it isn’t just excellent knowledge of the subject in itself that is required, but also a pedagogical subject knowledge that recognises how to engage students with the subject’ (2016: unpaged).

Five respondents made six comments referring to learning facilitation as an aspect of teaching excellence. UNIB1 and UNIB5 simply referred to ‘facilitating and empowering learning’. UNIC2, however, was more expansive, stating that ‘excellence is about enabling learners to learn. And I thought that was a really nice way of putting it – facilitating learning, rather than the traditional view that we stand up and deliver a large amount of factual material in either an exciting or non-exciting way’.

Defining learning facilitation itself, UNIA7 explained that ‘the reading makes sense because you sort of know where it fits in. But if it is totally new to you, then to my mind, that’s what a lecture is for. It is to give [students] enough of a framework… that [they] can then make sense of the reading’.

Learning facilitation is different to traditional teaching. Traditional teaching, to all intents and purposes, involves lecturing: unidirectional delivery of content to a passive audience of students, supported by seminars (or other equivalent subject-specific small group sessions). Learning facilitators, however, are less directive, act as a ‘guide on the side’ rather than a ‘sage on the stage’ (King, 1993).

The introduction of Active (Collaborative) Learning in HE (Pratt-Adams, Richter & Warnes, 2020) approaches marks a shift away from traditional lectures, which remain the most widely used (Schmidt et al., 2015), and widely criticised, least effective, teaching method (Gibbs, 2013). Active Learning encompasses a range of methods such as Inquiry-Based Learning (IBL) (Magnussen, Ishida & Itano, 2000), Problem-Based Learning (PBL) (Boud & Feletti, 2013), and Team-Based Learning (TBL) (Michaelsen, Knight & Fink, 2004). These teaching methods reduce the level of direct instruction from the lecturer and pass responsibility for obtaining content to the student. This is sometimes achieved by taking a ‘flipped learning’ approach, where content (i.e. texts or videos) is provided to the students in advance. During the in-class session students are then expected to discuss and explore the content (Advance HE, 2017).

PBL, for example, is a form of active learning, in which the teacher 'is a facilitator of student learning, and his/her interventions diminish as students progressively take on responsibility for their own learning processes. This method is characteristically carried out in small, facilitated groups and takes advantage of the social aspect of learning through discussion, problem solving, and study with peers' (Hmelo-Silver & Barrows, 2006: 24).

In theory, since the introduction of Widening Participation, everyone has equal opportunity to access higher education. In practice, however, the size of the debt resulting from student loans mitigates against some individuals from applying (Pollard et al., 2019). Apart from financial considerations, no boundaries exist to prevent people from applying to university. The problem with equal opportunity is that it assumes that everyone starts from the same position, which, of course, they do not (Sawhill, 1999).

Arguing against equality of outcome, Phillips (2004) complains that 'equalising outcomes is also said to deny the importance of individual responsibility and choice' (2004: 1). Yet this naïve observation reflects a conservative view of society in which individuals are free to choose in all aspects of their life. Individuals do not choose the circumstances of their birth. Some students have affluent parents who have also attended university and are able to provide access to resources and support (Connor et al., 2001). Other students come from lower socio-economic families, where funds for resources are scarce, and they are the first in their family to attend university (Fuller & Paton, 2006). Age, class, ethnicity, gender, and identity politics interact to produce a highly complex and diverse student body that is very different from the traditional white, male, middle-class A-Level students who formerly comprised a university population (HEPI, 2017).

Unfortunately, lack of space prevents discussion of the wider politics of socio-economic inequality here. While such inequalities exist in society, the aim of higher education should be to address the inequalities that exist within a highly differentiated student population, and provide individualised education on a student-by-student basis, to support each student to reach their potential based on nothing other than their academic abilities (BIS, 2011).

Three respondents noted the personal sacrifice and struggle that many students face in attending university:

> They have a tough time and the world is pretty hard. I try to help them gain the skills to cope with texts and to help them learn how things could be done in teaching (UNIA3)

> certain [Widening Participation] students find it very difficult to say "I don't understand because I don't want to look stupid" and I make sure my students have the space to say 'I don't understand what you're just taught me' (UNIB5)
>
> I recognise for lots of students that the effort involved in actually just getting here, and what their lives are like [for] lots of them, and just wanting to be aware of what's going on for people and to support them accordingly, rather than just see a mass of bodies in a room and think about the module description, or the subject area. So for me, it's always about looking at the person or the people over and above the subject. I've got this phrase in my head now, which is moving away from the conveyor belt and trying to ensure that the students' individual sacrifice is worthwhile (UNIB6)

Therefore, assuming equality of opportunity, teaching and supporting students should result in equality of outcomes. That is not to say that all students should automatically achieve top marks, but that all students should be able to achieve the highest grade they are capable of once all non-academic impediments are excluded.

Several attempts have been made to address differences in students' academic abilities. The now widely discredited (Jarrett, 2018) VARK model (visual, auditory, reading/writing, and kinaesthetic), for example, aimed to deliver information in four different ways to ensure that students could learn using their preferred style (Vark Learn Ltd., 2019). This model is, however, still in use at some institutions (e.g. Staffordshire University, 2019).

Another method to gain insight into students' learning styles is the learning inventory, such as the Reflections on Learning Inventory (RoLI) (Meyer, 2004), which identifies three approaches to learning: surface, deep and strategic. Watkins and Warnes (2006), for example, provided students with an analysis of their RoLI scores,

> which they then discussed with their tutor. As a result of this, students were required to produce a brief plan outlining what they had learned and how they could address any issues arising. The original profiles of the students were compared with their end of first year assessments. The RoLIs were found to be a sound indicator of those students 'at risk' of failing and proved a useful trigger for reflection on learning for most students (2006: 694)

The practice of pedagogy is, of course, the acquisition by a teacher of a range of teaching styles designed to help students to learn in ways that achieve the best results. Pedagogy is '[t]he theories, methods and practices of teaching that underpin an academic discipline, especially (but not exclusively) in formal contexts' (Durham University, 2019). These 'theories, methods and practices' are wide and varied, and a search for the term 'pedagogy' on the Advance HE website returned 47 different links to content generated since June 2008.

Although a briefing document had been provided to all participants in advance of the interviews (see *Appendix G - Briefing Note - Towards a Model of Teaching Excellence*), the vast majority had not read it and were, therefore, unfamiliar with the model (see Figure 6). In face-to-face interviews, it was possible to show respondents the model immediately, but this was less straightforward in Skype and telephone interviews, where the solution was either to send another email, or for the respondents to search their email for the original.

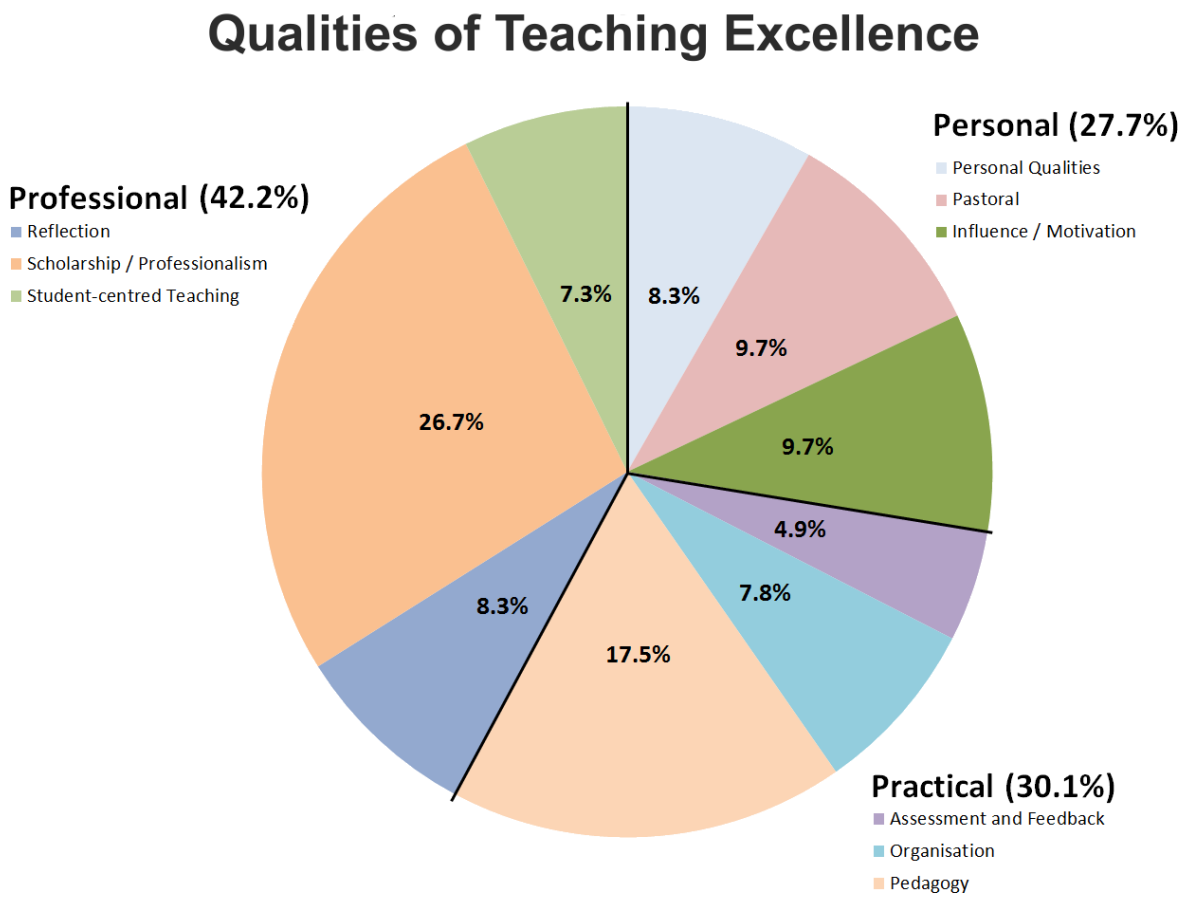


Figure 8: The Model of Teaching Excellence

The most frequent response to the question was that the Qualities and Characteristics were accurate but that their proportions were not. Some respondents made general comments about this, including:

> A lot. I think it's about where the weighting goes (NTFS2)
>
> I think the percentages would really vary between student and teacher, but I think the headings are probably about right, really sure (UNIB7)

> I couldn't disagree with any of the items listed here, you know, I couldn't disagree with any of them… Probably the relative sizes (UNIB9)

Referring to actual Characteristics, NTFS5, for example, commented that 'I'm amazed that scholarship and professionalism comes out as high as it does… And pedagogy is a lot lower'. Although, as NTFS5 observed, 'People like Graham Gibbs, who presumably you've got lots of quotes from, he is a scholar primarily. He's also a good teacher, but primarily his aim has been to publish on teaching and learning. So... If you're doing a literature review, then you are going to get the people who are publishing'. Similarly, UNIA5 argued that 'the percentages [are skewed], but then that's based on the literature, isn't it? […] and that may have artificial inflation because of the number of papers people publish on various topics and not necessarily how important they are'.

UNIB9 noted that, 'Student-centred teaching, and this is quite interesting that this one is so small, I mean, because are we talking about higher education I mean that's quite interesting because I mean maybe it depends on what you're teaching as well sometimes. I think that might be a bit bigger'.

Some respondents noted that they thought it is impossible to divide teaching excellence into a number of discrete elements at all, and UNIC1 went as far as to suggest that the model should, in fact, be a Venn diagram, representing the complex interplay between the different areas of teaching practice, 'but it could become so complex that it ruins the point of having a diagram'. This mirrors Cosh's (1998) view that 'Good teaching is an art not a science and is more than merely the summation of good practice: it is an interaction of often intangible elements, impossible to define in a list of criteria' (1998: 172).

Disagreeing with the attempt to create a model of teaching excellence based on qualities and characteristics, UNIB3 explained at length,

> I think attempts to pack [Teaching Excellence] into boxes are dangerous. Because I don't think it is about somebody has these attributes, or those attributes, or that type of stuff. I can see from a point of view, if you're running a learning and teaching type of course, and you said here's an analysis of people who've been given teaching excellence awards and these are the sorts of qualities that they have, it's interesting and valid. But I'm not sure you can turn it round and say that people that have *x* amount of those qualities are going to be excellent teachers. I don't think you can predict up front what will make an excellent teacher. Because you can have someone who is the loveliest friendliest person who's got well motivated completely up to speed with assessments, and all that sport of thing. It doesn't necessarily mean they're going to be an excellent teacher. I think there's something that is almost unmeasurable in the complexity of it which says this is going to be effective. I think

> ultimately it comes down to what their impact is going to be, rather than trying to say you can do this and this and this and that's going to make for an excellent teacher. *You can know all the pedagogic theory and that won't make you an excellent teacher… and you can have somebody who knows nothing who could be an excellent teacher* [emphasis added]

This view is supported by Lester (2014), who argues that,

> simply having a set of identifiable attributes (however relevant) is not a guarantee of the ability to deploy them to produce effective results; other factors that are less easily assessed as discrete attributes, such as effective judgement and well-developed knowledge-in-use, come into play. Internal approaches therefore are highly relevant to development, but are less suited to assessment of practice (2014: 5)

Institutional Perspectives

As a stakeholder in teaching excellence, the Practical Quality of the Model of Teaching Excellence is most closely associated with the Institution. The Practical Quality is comprised of the Characteristics, Assessment and Feedback, Organisation, and Pedagogy, all three of which are included in the NSS, which is what makes them important from an institutional perspective. The NSS drives institutional change, and low scores are addressed at a strategic level.

Historically, *Assessment and Feedback* has resulted in the lowest NSS scores for student satisfaction, but, as was described in *Chapter 2: Literature Review*, implementing a review of practice and increasing student assessment literacy has increased the scores. As noted in *Chapter 4: Findings and Analysis*, however, only UNIA scores exceeded the sector average for three of the four questions and the aspect, while none of the scores for UNIB or UNIC exceeded the average. This suggests that UNIB and UNIC still need to improve their practice in order to improve student satisfaction.

Under *Organisation and management*, UNIA scores exceeded the sector average for *The course is well organised and running smoothly* and the aspect overall. UNIC exceeded the sectoral average for *The timetable works efficiently for me*, something that the other two universities might be able to learn from. None of the scores for UNIB exceeded the average. All three participating institutions scored below the sector average for *Any changes in the course or teaching have been communicated effectively* suggesting that they all need to improve their communication methods.

The NSS aspect that corresponds with Pedagogy is *The teaching on my course*. UNIA scores exceeded the sector average for all four questions and the aspect overall. None of the scores for UNIB or UNIC exceeded the sectoral averages. This suggests that UNIB and UNIC might be able to improve their scores by emulating UNIA approaches.

As reported in *Chapter 4: Findings and Analysis*, all three participating institutions used an adaptation of the NTF criteria for measuring teaching excellence, although UNIA has since introduced a new scheme. All four, therefore, use an adjective-based Likert scale, which is a form of Ordinal Scale, which is described by Multon and Coleman (2012) as:

> a measurement scale that allocates values to variables based on their relative ranking with respect to one another in a given data set. Ordinal-level measurements indicate a logical hierarchy among the variables and provide information on whether something being measured varies in degree, but does not specifically quantify the magnitude between successive ranks (2012: unpaged)

The most significant difference between the four sets of criteria is the use of signifiers of ability. De Melo and Bansal (2013), for example, state that dictionaries and thesauri 'present *acceptable*, *great*, and *superb* as synonyms of the adjective *good*. However, a native speaker knows that these words represent varying intensity and can in fact generally be ranked by intensity as *acceptable* < *good* < *great* < *superb*' (2013: 279 [emphasis in original]).

Thus, although it is theoretically possible to combine ratings from a number of reviewers within each institution to improve reliability, this does not happen between institutions (in a similar fashion to external examining, for example). It is possible, therefore, that an excellent teacher at one institution may be different to an excellent teacher at a different institution.

The theme of Corporate Excellence has been raised periodically throughout this thesis. Under this premise, the importance of teaching excellence awards is shifted away from the awardees to institutional statistics, which reduces the importance of the awards as methods of recognising and rewarding individual excellence, and redefines them as marketing tools.

Individual achievement of teaching excellence is acquired primarily by intrinsically motivated individuals, whose overriding moral imperative is directed at ensuring that their students have the best opportunity to reach their highest academic level, often despite their institutions. Yet, through Corporate Excellence, they are reduced to mere numbers used to

enhance institutional statistics to improve external appearance in order to attract students in a highly competitive market. While this is particularly true of post-92 recruiting universities, long-established Russell Group selective universities also seek to demonstrate their superiority by demonstrating the excellence of their staff.

This competition, however, is a central purpose of the TEF (Wood, 2017). BIS (2016b) states clearly that 'Competition between providers in any market incentivises them to raise their game, offering consumers a greater choice of more innovative and better quality products and services at a lower cost. Higher education is no exception' (2016b: 8-9).

As UNIC5 complains, at length,

> universities [are] trying to get everyone where they're at least a Fellow of the HEA. It becomes a box-ticking exercise. And that there are those who will go through the process simply because the university requires that they do it, rather that they're fully engaged with what they are doing. And when I look around and see some colleagues who do barely any teaching at all, I wonder how there's ever any hope that they would ever manage to achieve even Fellowship level of the HEA

Student Perspectives

'And I think that's the key to it, really: keep asking students how we're doing and then act on the feedback that we get from them. Because we do loads of evaluation, but we have to then really look at it and then act on it' (UNIB6)

The only two forms of access to the student voice for this research were the NSS and nominations for student-led awards. It was hoped that NSS free-text comments would be made available by all three participating institutions, although all three proved to be reluctant to release such sensitive data. In addition, only one participating institution made their student-led award nominations available. Consequently, the student voice is somewhat muted. It is hoped that a follow-up study will involve the National Union of Students to determine a more accurate student perspective on teaching excellence. Nevertheless, despite the limited information available, it is possible to derive the student point of view, although this should be viewed with these limitations in mind.

The problems with student evaluations, particularly the NSS, were described in *Chapter 2: Literature Review*, including the influence of Hygiene Factors, Extreme Response Styles, and Bias against female and BAME teachers. Nevertheless, the NSS remains one of the

most widely used sources of student satisfaction in the sector. According to Callender, Ramsden and Griggs (2014), the NSS has multiple purposes:

1. Informing prospective student choice
2. Enhancing the student experience within HE institutions
3. Ensuring public accountability

   (2014: 2-3)

Since 2017, the NSS has contained 27 questions grouped into nine 'Aspects of the student experience':

1.	The teaching on my course	(4 questions)
2.	Learning opportunities	(3 questions)
3.	Assessment and feedback	(4 questions)
4.	Academic support	(3 questions)
5.	Organisation and management	(3 questions)
6.	Learning resources	(3 questions)
7.	Learning community	(2 questions)
8.	Student voice	(4 questions)
9.	Overall satisfaction	(1 question)

To be included, NSS Questions must:

1. Be about something that HE providers can influence
2. Be about the academic experience and especially, learning and teaching
3. Be, as far as practical, universally applicable across all types of HE providers, modes of study, disciplines, and countries in the UK
4. Cover measurable and valid issues
5. Be meaningful and useful to students, HE providers and other stakeholders
6. Produce results that are unambiguous in direction
7. Address issues of enduring importance in UK HE rather than transient policy interests
8. Meet at least one of the three key purposes of the NSS

   (Callender, Ramsden & Griggs, 2014: 3-4)

The NSS scores presented in *Chapter 4: Findings and Analysis* show the differences in student satisfaction for the three participating institutions. As noted, students at UNIA are more satisfied with their experience than the sector average in all areas except *Overall*

satisfaction. However, UNIC students are only more satisfied than the sector average with their *Learning opportunities*, and UNIB are less satisfied than the sector average in all areas. This reflects the differences in approach to teaching activities and student focus between the universities.

Some respondents felt that student-led awards were more important to them as the accolades came from the students rather than peer review of self-nominated NTF and UTF awards. UNIA2, for example, said 'I'm incredibly proud to have a [student-led award] every year since it's been running. And that means more to me than, sorry to say this, my UTF certificate. Because it means at least one student sat down and thought, I know who should have this'. Similarly, UNIA4, on hearing they had been nominated, said 'I just think you'd like to know that you've been nominated for [student-led award]. I said, that's fantastic... And I came away thinking that must mean I can do something. I've been nominated every year. I won it again last year'.

The nomination was a pleasant surprise for UNIA5, who said 'you could have knocked me down with a feather when I found out that I'd actually been nominated. And you don't know you've been nominated… And you don't know but it's all done by the students. And that's almost more powerful than anything else that comes through the institution'. In the same vein, UNIA7 appreciated 'the [student-led awards], because I've been nominated, I think, every year… I think I've got five or six [awards] over there. And that's a lovely thing because it then you know, you're nominated by the students'.

Only UNIB4 reported a hostile response, noting how '[referring to dismissive colleagues] it might be a student who particularly likes you, so it's a waste of time, kind of business. So, I suppose from those kind of conversations, it seemed very nice for me to get it, but I could see also that some people didn't think that they were really worth very much'.

Although nominations for student-led awards were only available from one of the participating institutions, the volume of data was considerable. It is reasonable, therefore, to postulate that the perceptions of students measured over a four-year period may be reasonably indicative of most, if not all, students. The result of the thematic analysis of the combined data clearly indicated that the students saw teaching excellence located primarily in the Personal Qualities described in the Model. Where this Quality represented 27.7% of teaching excellence in the original Model, it grew to 71.6% in the Model when adapted for the student perspective. This reflects Akareem and Hossan's (2016) assertion that,

> students see two types of images of teachers: the image of an ideal teacher and own self-image as a teacher… students perceive personal qualities and professional knowledge to be the most significant qualities needed to be an ideal teacher. The personal qualities include general personal qualities, kindness, leadership, and attitude toward profession; and professional qualities include knowledge of the subject matter and didactic knowledge (2016: 55)

Akareem and Hossan's (2016) 'knowledge of the subject matter and didactic knowledge' were coded as Professionalism and Scholarship in the Model, which then was the third largest proportion of the coded extracts at 12.4%, although this remained a significant drop from the 26.7% in the original model.

Section Summary

As defined in *Chapter 2: Literature Review*, the three primary stakeholders in teaching excellence are teachers, universities, and students, each of whom have particular perspectives based on their vested interests (Crano, 1983).

When asked to define excellent teaching, teaching fellows listed 30 potential characteristics that excellent teachers might possess. Of these, the most frequently mentioned were student-centred teaching, enthusiasm, subject knowledge, learning facilitation, and student outcomes and engagement. When asked to compare the Model of Teaching Excellence with their lived experience as excellent teachers, respondents agreed that the elements of the Model are accurate but the weightings might be adjusted. Teachers, for example, place greater importance on student-centred teaching, and much less on scholarly activity.

From an institutional perspective, student satisfaction is indicated, in part, by NSS scores. NSS scores can be improved by introducing policies and strategies designed to increase quality in those topics that fall below an acceptable level. One method of doing this is to administer University Teaching Fellowships, and to encourage and support staff to apply for National Teaching Fellowships, as a means of incentivising teaching staff to improve their practice, and thus student satisfaction. Institutions then use any resulting awards to display Corporate Excellence via improved positions in league tables, for example.

Analysis of NSS scores indicated that students value excellent teaching very highly. The differences in results between the participating institutions indicate the extent to which they achieve high student satisfaction. Compared with the Model, analysis of student-led award nominations show that students places much greater emphasis on the Personal Qualities of Teaching Excellence, than either teaching staff or the institution. As noted in *Chapter 4:*

Findings, students define excellence as the connection with a consistently enthusiastic, influential academic, who provides high quality support, both academic and personal, swiftly, and clearly outside normal working hours.

Teaching excellence clearly remains in the ‘eye of the stakeholder’. The Model remains valid, although the focus on the individual Qualities and Characteristics shifts depending on the gaze of the interested party. The perspectives are more complementary than competitive, yet no single definition of teaching excellence would satisfy all three.

Section 4: Relation to Research Questions

Research Questions

This research sought to answer one main research question and three subsidiary questions related to the relationship between reward and recognition and teaching excellence. The main question was:

> Do teaching staff who receive reward and/or recognition for teaching excellence consequently increase the level of excellence in their teaching?

The answer to this question is a resounding 'no'. Teaching staff who receive reward and/or recognition for teaching excellence do not consequently increase the level of excellence in their teaching. As has been shown above, receipt of a teaching excellence award has little impact on recipients beyond affirmation, and awardees do not change their approach to teaching.

The subsidiary questions were:

1. How do current definitions of the theoretical concept of 'teaching excellence' fit with the actual experience of teaching staff and their students?
2. What forms of 'reward and recognition' are administered and what are the criteria for selection of recipients?
3. Is there a relationship between 'reward and recognition' and 'teaching excellence' and, if so, is this experienced evenly among recipients?

The following sections take each of these questions in turn.

How do current definitions of the theoretical concept of 'teaching excellence' fit with the actual experience of teaching staff and their students?

In answer to Subsidiary Question 1, a Model of Teaching Excellence was derived from a meta-analysis of lists of characteristics of teaching excellence extant in the literature and compared with the lived experience of teachers who had received either a NTF, or a UTF. The result was that Fellows recognised the Qualities and Characteristics of Teaching Excellence that comprise the Model but disagreed with the level of importance associated with some of them. For example, their responses reflected a shift away from Scholarship and

Professionalism towards Student-Centred Teaching. This reflects the fact that the literature is primarily written by scholars, while the focus of teachers is teaching.

The student voice, while not directly sought in this study, was indirectly measured using NSS scores and Student-Led Award nominations as proxies. NSS scores show clearly that students clearly value high quality teaching. However, thematic analysis of the student-led award nominations (albeit from only one of the participating institutions) overwhelming illustrate that their primary conception of excellence rests on the Personal Quality of the Model. Students value teachers who consistently exceed their expectations and provide high quality academic and personal support.

What forms of 'reward and recognition' are administered and what are the criteria for selection of recipients?

The wording of Subsidiary Question 2 reflects the somewhat grand plans of the original research design. It quickly became apparent that it was practically impossible to explore all forms of reward and recognition, and the project was scaled down to focus exclusively on teaching excellence awards in the forms of NTFs and UTFs.

The criteria used by the participating institutions (at least during the period of the research) were based on those used by the NTFS. These criteria reflect the fact that teaching excellence is a contested, socially constructed entity. The criteria are a form of Ordinal Scale, where variables are based on their relative rankings (Multon & Coleman, 2012).

Is there a relationship between 'reward and recognition' and 'teaching excellence' and, if so, is this experienced evenly among recipients?

The first part of Subsidiary Question 3 is difficult to answer. A relationship between 'reward and recognition' and 'teaching excellence' does exist, but it is difficult to define the nature and extent of this relationship. Clearly reward and recognition of teaching excellence exists but the relationship is inverse, in that reward and recognition is retrospective and therefore has no impact on teaching excellence. In addition, reward and recognition does not act as extrinsic motivation on teachers to become excellent, neither (apart from a very small number of cases) does a recipient's award motivate their colleagues to become excellent in order to achieve an award. As excellent teachers are intrinsically motivated, teaching excellence would exist with or without the existence of reward and recognition. Having said

that, reward and recognition of teaching excellence is important, as its absence would be more problematic than its existence.

The second part of Subsidiary Question 3 is easier to answer. Apart from a small number of individual and institutional differences related to personal vagaries and institutional culture, the majority of both NTFs and UTFs had similar experiences. This general agreement validates the findings.

Section Summary

The title of this PhD is ‘An exploration of the possible relationship between Reward and Recognition and Teaching Excellence in Higher Education’. The research questions were devised in such a way that any possible relationship could be explored, and a decision could be derived from analysis of the findings. I am pleased that this is the case, and that the main and subsidiary questions have been answered, and that the nature and extent of the relationship between reward and recognition and teaching excellence in higher education has been established.

Section 5: Implications and Recommendations

The implications of this research extend to both the Teaching Excellence and Student Outcomes Framework (TEF) and Teaching Career Pathways. The tentative recommendations included here are revisited in *Chapter 6: Conclusion*.

Teaching Excellence and Student Outcomes Framework

Although, as explained in *Chapter 2: Literature Review*, I had attempted to avoid influence from the TEF during my research, the TEF was the area of the interview where, if they had not already done so, respondents raised the issue of the TEF. UNIC3, for example, said 'I think it's just the worry that now the government has co-opted the expression Teaching Excellence, and bastardised it'.

Not one of the 18 respondents who commented on the TEF made a positive comment about it. Respondents noted how the metrics bear little relation to practice, and ignored vital areas of teaching excellence, particularly around innovation, classroom practice (i.e. the performative element), and pastoral care. In fact, UNIB2 stated bluntly, 'The TEF has nothing to do with Teaching Excellence'.

Referring to the metrics selected for the TEF, UNIA5 was reminded of 'that lovely quote by Einstein; not everything that counts can be counted, and not everything that could be counted, counts', a quote which was also referred to by NTFS4. As UNIB4 noted, 'I think the metrics are not going to be necessarily detailed enough. I suppose it gives an average view of an institution. But you're going to have people who, you know, are really excellent, and people who aren't quite so good. But I'm not sure that the things they've chosen to measure will actually measure teaching excellence'.

UNIB5 stated that 'TEF is not about teaching excellence. It's about student satisfaction and some [other] stats. Even the written statements are not about teaching excellence… and [include] a number of areas which don't relate to teaching'. UNIB6 expressed concern about the TEF having a negative effect on Teaching Excellence:

> It's mainly about data collection. We will have statistics. But whether it will measure or improve teaching, I doubt very much. I think probably the pressure of it, and the various hoops that staff will have to jump through, if anything, will probably have the opposite effect… because where people are already doing a good job, the fact that they'll have to change things or do things in a certain way just to meet the TEF

> framework without necessarily being the best thing to do for the students. I can see that happening in certain circumstances, and then the whole thing becomes counterproductive

Hillman (2017) shared this opinion, and was concerned that 'I also worry that the TEF could hinder innovation in the classroom by encouraging safe rather than risky teaching' (2017: 9). UNIB6 went on to explain that the TEF metrics do not measure soft skills:

> There are certain things that won't be measured… because they're not part of the metrics that are being looked at. And so, some of the stuff that I think is really important in terms of student support, if it doesn't feature, it'll drop off, it will certainly not be important, because it's not something that actually we're measuring. And the funny thing is that, thinking back to the model… [it is] not measuring anything that students find valuable

Even if the metrics were an accurate representation of teaching excellence, they would only represent what the government imagines teaching excellence may be, and not what is important to teaching staff or the students. In addition, if the final TEF result is largely dependent on the skill of an institution to construct a persuasive written submission, then the purpose of the metrics is diminished. It is reasonable to conclude, therefore, that the TEF is not fit for purpose and should be radically revised.

Teaching Only Pathways

Brown (2017) proposed a different TEF metric on behalf of the NTFS, involving 'the relative number of promotions to Reader or Professor on the basis of teaching expertise, rather than research alone, or the relative proportion of staff who have achieved external recognition for their teaching, as measured by HEA Fellowships… or by SEDA Fellowships… or, indeed, National Teaching Fellowships' (2017: 36). However, promotions based entirely or primarily on teaching excellence have yet to become fully embedded in the sector, where research continues to be regarded more highly than teaching (Oxford, 2008; Cashmore, Cane & Cane, 2011).

A review of the promotion criteria at 46 universities by Warnes (2016a) 'revealed three methods by which academic staff might be promoted:

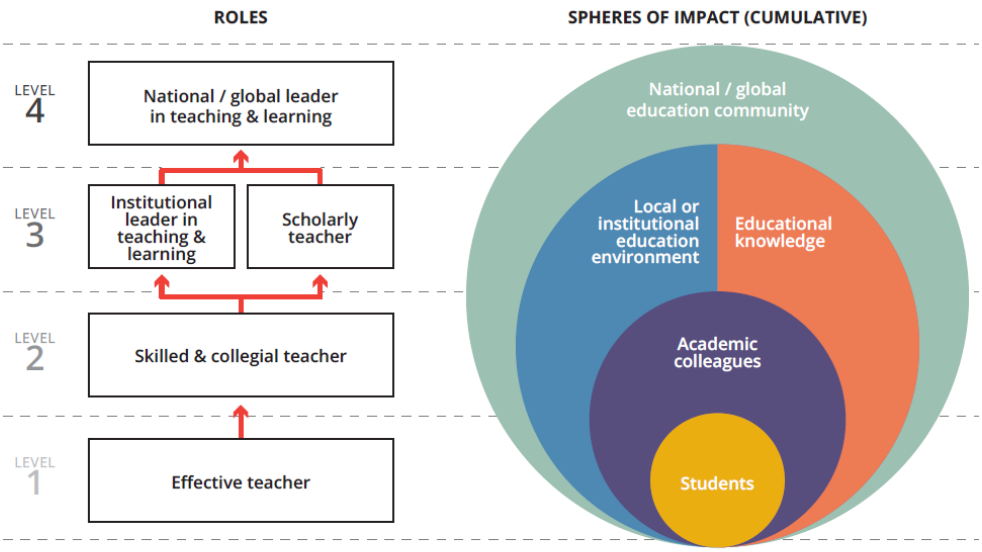
- **Composite** – under which a member of staff must demonstrate excellence in a number of areas (i.e. research, teaching, and one or more others)
- **Composite with Primary** – under which a member of staff must demonstrate competence in a number of areas (i.e. research, teaching, and one or more others) but can elect to demonstrate excellence in one area
- **Multiple** – a number of discrete pathways [places Teaching-only and Research-only academics on an equivalent trajectory to those who combine their activities]'

  (2016a: 6)

Nevertheless, as Warnes (2016a) explains, 'Even in teaching-only pathways, candidates must demonstrate excellence in a range of areas, with increasing levels of excellence (and examples) for progression to higher grades. In some teaching-only pathways, promotions to Reader and Professor can include a significant research component' (2016a: 8). In all cases, 'Applicants are generally required to demonstrate 'excellence' in their practice, although this is generally not defined in the available documents. Even where definitions are provided, they can be poorly specified' (Warnes, 2016a: 11). One example, cited by Warnes (2016a), from the University of Bristol, states that 'Candidates will be assessed against a criterion of excellence, where excellence is seen as performance that is qualitatively and decisively superior to satisfactory' (2016a: 11). In a similar study, Parker (2008), found that,

> the survey of promotion criteria suggest a clear difference between pre- and post-1992 universities, and the patterns suggest that the new universities are more likely to recognise teaching. This difference would not be unexpected. Former polytechnics or post-1992 universities were originally established primarily as teaching institutions with almost no research allocations. These institutions naturally tended to support teaching and reward achievement and leadership in this area more robustly due to its relatively higher importance to their core mission. Traditional universities, with the strong ethos of research and teaching, tended more towards rewarding research (2008: 246)

Other bodies have also suggested possible teaching-only pathways. One such organisation is the Career Framework for University Teaching (2019) whose framework locates teaching staff in four roles of increasing importance and links them to cumulative spheres of impact. This framework is analogous to many of the promotional structures designed by universities, which also expect teachers' influence to expand as they progress through the levels.



The four levels of the Framework are outlined above. They can be characterised in terms of the academic's sphere of impact in teaching and learning, which expands as they progress to each level. Please note: at level 3, the pathway splits, and individuals may elect to be assessed on the basis of their contributions to education at their home institution, and/or on the basis of their efforts in the scholarship of teaching and learning.

Figure 9: Career Framework for University Teaching – Roles and Spheres of Impact

The framework (see Figure 7) suggests that teachers should provide evidence of their achievements for each level, and that the evidence should come from four sources: Self-assessment, Professional activities, Measures of student learning, and Peer evaluation and recognition. What is missing from the Framework, however, is any reference to teaching excellence.

Chapter Summary

The purpose and impact of reward and recognition schemes was examined at length in Section 1 and Section 2 respectively. It was determined that they do not fulfil their stated purpose of motivating staff to achieve excellence in teaching and enhancing the student experience. Most importantly, they have little or no impact on recipients, their colleagues, the managers, and crucially their students.

In Section 3, the Model of Teaching Excellence, derived from the literature, was compared with the lived experience of excellent teachers, defined as those who had received a teaching excellence award, in the form of either a National or University Teaching Fellowship. This comparison revealed that the Qualities and Characteristics of Teaching Excellence that the Model contains are accurate but that the weightings drawn from the

meta-analysis are not. Excellent teachers are more focused on student-centred teaching and pedagogy and less on scholarship and professionalism, for example. This view relates to the difference between those who teach and those who theorise about teaching.

From an institutional perspective, the Model contains Qualities and Characteristics that are measured by external entities, such as the NSS, which feed into League Tables and the TEF. Under the guise of improving teaching excellence in these areas, universities develop strategies, policies, and initiatives designed to improve poor statistics in these areas in attempt to increase student satisfaction.

The Model was then compared with student views of teaching excellence based on NSS scores and thematic analysis of nominations for student-led awards. Again, the Qualities and Characteristics were found to be accurate, but the weightings were not. While students do value good quality teaching, their primary relationship with the university is via interpersonal relationships with staff, and consequently, they value academic and personal support, consistently delivered by lecturers who make extra effort.

These findings validate the Model, albeit in a modified form, depending on the perspective of the stakeholder. Each stakeholder, therefore, has a partial perspective with vested interests (Crano, 1983). Teachers' vested interests lie in delivering high quality teaching and assisting students in reaching their academic potential. Students' vested interests are in receiving support, both academic and personal, to help them achieve their academic potential. The vested interests of institutions are to focus on the measurable elements of teaching excellence to identify areas for development via education strategies, and to maximise their position in league tables and associated metrics.

In *Section 4: Relation to Research Questions*, the findings were reviewed to determine if they had addressed the original research questions. The questions have been answered almost completely. The nature and extent of the relationship between reward and recognition was described, and answers to the subsidiary questions were also provided.

The implications of these findings for both the TEF and Teaching-Only Pathways was also explored in *Section 5: Implications and Recommendations*. The critique of the TEF illustrates that it is unfit for purpose in that it does not measure teaching excellence. Although it does include those elements of teaching excellence that are important to both teachers and students, the metrics it uses to measure student outcomes and satisfaction are deeply flawed. The critique of Teaching-Only Pathways found variation in promotion schemes

across the sector, which reduces confidence in the process. In both cases, recommendations were made to employ an adapted version of the Model to provide a more inclusive definition of teaching excellence.

Chapter 6: Conclusion

Introduction

This thesis tracks the journey I have taken from knowing very little about teaching excellence to a position of some expertise. It is also a journey of my developing knowledge of Teaching Fellowships, both national and institutional, and their impact on teaching excellence. This chapter contains a summary of the process of investigation, the methodology adopted, and the methods employed, to gather the data necessary to determine the nature and extent of the relationship between reward and recognition and teaching excellence.

Given the extent of the focus on both reward and recognition and teaching excellence in the literature, it initially appeared that identifying a contribution to knowledge would prove elusive. Nevertheless, several gaps in the literature were revealed and contributions to knowledge were generated. As with all research projects, however, this study has limitations which are explored.

Relation to Research Questions

The driver for this project was to determine the nature and extent of any relationship between reward and recognition and teaching excellence in higher education. To achieve this, it was necessary to answer the research questions – one main and three subsidiary – related to the relationship between reward and recognition and teaching excellence. These questions have been answered in more detail in *Chapter 5: Discussion*.

Main Question

Do teaching staff who receive reward and/or recognition for teaching excellence consequently increase the level of excellence in their teaching?

Teaching staff who are awarded teaching fellowships, at either local or national level, do not consequently increase the level of excellence in their teaching. Beyond the initial glow of success, and a sense of affirmation, this research shows that teaching fellowships have no substantive impact.

Subsidiary Questions

1. How do current definitions of the theoretical concept of 'teaching excellence' fit with the actual experience of teaching staff and their students?
2. What forms of 'reward and recognition' are administered and what are the criteria for selection of recipients?
3. Is there a relationship between 'reward and recognition' and 'teaching excellence' and, if so, is this experienced evenly among recipients?

How do current definitions of the theoretical concept of 'teaching excellence' fit with the actual experience of teaching staff and their students?

When asked to review the Model of Teaching Excellence against their lived experience, NTFs and UTFs recognised the Qualities and Characteristics but disagreed with the level of importance associated with some of them. Their responses reflect that while the literature focuses on scholarship, the primary motivation of teaching staff is to facilitate and support effective student learning.

NSS scores and thematic analysis of the student-led award nominations show clearly that students undoubtedly value high quality teaching. However, students take teacher professionalism and organisation for granted, and the findings show that, above all else, students do value enthusiastic, influential teachers who consistently exceed their expectations, and provide high quality academic and personal support.

What forms of 'reward and recognition' are administered and what are the criteria for selection of recipients?

As a result of limited resources, the original intention to investigate all forms of reward and recognition was swiftly focused solely on Teaching Fellowships. The criteria used by the participating institutions (at least during the period of the research) was based on those used by the NTFS. These criteria reflect the fact that teaching excellence is a contested, socially constructed entity. The criteria do not withstand excessive scrutiny as they rely on intangible, presumed, shared, semantic definitions of broad terms such as poor, good, and excellent, and all points in between.

Is there a relationship between 'reward and recognition' and 'teaching excellence' and, if so, is this experienced evenly among recipients?

A relationship between 'reward and recognition' and 'teaching excellence' does exist, but it is hard to define the nature and extent of this relationship. The relationship appears to be inverse, in that reward and recognition is retrospective and therefore has no impact on teaching excellence. Teaching Fellowships are given to teachers who have already achieved excellence as a result of intrinsic motivation. Awards do not motivate teachers to become excellent either before or after the award. Nor (apart from a very small number of cases) does a recipient's award motivate their colleagues to become excellent in order to achieve an award.

As excellent teachers are intrinsically motivated, teaching excellence would exist with or without the existence of reward and recognition. Having said that, reward and recognition of teaching excellence is important, both as a counterweight to Research Excellence and for the purposes of Corporate Excellence, and its absence would be more problematic than its existence.

The answer to part two of this question is that, despite a relatively small number of differences, NTFs and UTFs shared very similar experiences. This general agreement validates the findings.

Section Summary

This study explored the possible relationship between Reward and Recognition and Teaching Excellence in Higher Education. By answering the research questions, I have established that a relationship does exist, albeit counter intuitive.

Nevertheless, the findings run counter to the primary discourse of teaching excellence, which is that it has a positive impact on all concerned. It is hoped that this will feed into future developments of teaching excellence, including reward and recognition, but also the TEF and Teaching-only Pathways.

Methodology

Teaching Excellence is an abstract concept. It has no single, uncontested definition. It is, therefore, a Social Construct (Burr, 2015). To study it, therefore, it was necessary to develop at least a working definition and subsequently review this from the partial perspectives of stakeholders in teaching excellence, each of whom has vested interests (Crano, 1983). The working definition took the form of a Model of Teaching Excellence generated from a meta-analysis of lists of characteristics of excellence identified in the literature. The Model was then compared with the perspectives of the stakeholders: the Excellent Teacher, the Student, and the Institution.

Social constructionism, therefore, permitted an examination of how definitions of teaching excellence are constructed within the extant literature (i.e. by scholars), by excellent teachers (i.e. through their lived experience), by students (i.e. through satisfaction scores and student-led award nominations), and institutions (i.e. through educational strategies and criteria for teaching excellence awards).

Sample Inclusion

The original intention of this study was to explore the relationship of a range of types of reward and recognition on teaching excellence. However, it soon became clear that a) this was highly ambitious given the number of different types of reward and recognition, and b) not all forms of reward and recognition are for teaching excellence. Consequently, the research focuses solely only those forms of reward and recognition directly related to teaching excellence: National Teaching Fellowships (NTF) and University Teaching Fellowships (UTF).

An invitation to participate was distributed to the NTF email list, which resulted in responses from five geographically remote NTFs. In addition to my own institution (which was, after all, the primary focus of the evaluation upon which my funding was based), I was able to secure the participation of two other institutions. Participation was entirely voluntary, and no incentives were offered.

The main caveat to this method of sampling is that it excludes those teachers who may be excellent but who have not been recognised or rewarded. However, use of reward and recognition as an indicator of teaching excellence allowed a means of standardising data

collection. In addition, the practical difficulties in identifying this type of teacher are almost insurmountable.

Data Collection

Although some quantitative data were collected, most of the data were qualitative. Semi-structured interviews were conducted with the 26 participants. All participants were asked the same ten questions, but the flexibility of semi-structured interviews allowed the opportunity to pursue novel points raised by the interviewees (Crouch & McKenzie, 2006). Participants recognised a fellow academic and, bolstered by a shared understanding of the anonymity and confidentiality of an academic researcher, swiftly developed a rapport and freely shared their experiences.

Interviews were conducted face-to-face where possible, or by phone and Skype where not. This was particularly true of the NTF interviews as the participants were geographically remote and it was not possible to travel to each one. UTFs at UNIA and UNIB were primarily conducted face-to-face, but telephone interviews were carried out at UNIC. Secondary qualitative data relating to the process, and particularly the criteria for awarding Fellowships, were gathered from the participating institutions. One institution also provided student-led award nominations covering a four-year period. Secondary quantitative data in the form of NSS scores for the participating institutions were obtained from the Office for Students website.

The questions for the interviews were developed from the literature review and the questions for the survey were derived from analysis of the interviews. Thus, the data were collected using a sequential mixed methods approach.

Analysis and Interpretations

Institutional data were collected into four case studies (i.e. one for the NTFS, and one for each of the participating institutions). Each case study included the interview data, the teaching excellence criteria, and the NSS scores. Although comparison with other institutions would have been preferable, the sole submission of student-led award nominations provided highly valuable insights into student perceptions of teaching excellence.

Qualitative data was analysed using Thematic Analysis (Braun & Clark, 2006). Similarly, the meta-analysis of characteristics of teaching excellence drawn from extant literature, analysis of the interview transcripts, and the student-led award nominations were also analysed using Thematic Analysis. Primary analysis of the interviews began while conducting them and continued as they were being transcribed.

In the case of the interviews, extracts were coded 'on the fly' to capture the participants' views as they occurred. It was only after the first phase of the analysis was complete that the codes were organised into a structural hierarchy. Conversely, analysis of the nominations was designed to determine the extent to which student perspectives matched the Qualities and Characteristics of the Model of Teaching Excellence. Thus, text extracts were coded into a pre-existing structure. The criteria used for assessing teaching excellence for awarding fellowships, and institutional NSS scores, were compared for similarities and differences. Data from the sectoral survey were analysed using SPSS to provide simple counts and percentages. Question 5 of the survey was specifically designed to determine the extent to which academic perspectives matched the Qualities and Characteristics of the Model of Teaching Excellence.

Interpretive Insights

Teaching Excellence

As noted above, that teaching excellence is a Social Construct is clear since, despite the myriad papers published on the subject, no single, uncontested definition exists. When asked to define teaching excellence, excellent teachers provided very personal opinions but with little consistency beyond facilitating and supporting learning to assist students reaching their academic potential.

The Model of Teaching Excellence developed using a meta-analysis of lists of characteristics of excellent teaching identified in the literature was compared with the lived experience of excellent teachers (i.e. teachers who had been awarded a Teaching Fellowship). The teachers agreed with the contents of the Model but disagreed with the proportions allotted to some of the Characteristics. They particularly disagreed with the focus in the Model on Scholarship and Professionalism and argued that the focus should be on the processes of teaching and student support (both academic and personal).

The Model was also compared with student-led award nominations Lubicz-Nawrocka & Bunting, 2018). Although students referred to the Practical and Professional Qualities of the Model, they overwhelmingly regarded teaching excellence as the Personal Qualities of their lecturers. Nevertheless, it is the Practical Quality of teaching excellence that institutions are primarily focused on. These Characteristics are easily quantifiable and can be affected by institutional and governmental strategies, policies, and initiatives.

It is clear, therefore, that each of the three stakeholders (see Table 47) offer partial perspectives of the Model based on their vested interests (Crano, 1983).

The TEF, focusing as it does on flawed and inappropriate proxies, does not include a significant number of characteristics of teaching excellence that both students and excellent teachers consider essential.

Purpose of Reward and Recognition Schemes

As stated above, in both *Section 4: Reward and Recognition* in *Chapter 2: Literature Review* and *Section 1: Reward and Recognition Schemes* in *Chapter 5: Discussion*, the three primary reasons for reward and recognition schemes are:

1) to motivate staff to develop excellent practice
2) to share excellent practice
3) to incentivise other staff to emulate excellent practice to achieve an award

Participants were asked to state why they received a Teaching Fellowship. Of the 26 participants, only two were directly related to classroom practice, with a third that was partially related. The range of characteristics included in the Model clearly illustrates that Teaching Excellence extends beyond the classroom. The other topics for which participants received fellowships were ‘Assessment and Feedback’ (*n*=7), ‘Scholarship / professionalism’ (*n*=7), ‘Organisation’ (*n*=6), ‘Technology-enhanced learning & teaching’ (*n*=5), ‘Innovative content design’ (*n*=4), ‘Student-centred teaching’ (*n*=3), ‘Personal Qualities’ (*n*=2), ‘Training’ (*n*=2), and ‘Student-nominated’ (*n*=1).

The review of intrinsic and extrinsic motivation in *Chapter 2: Literature Review* placed Reward and Recognition within a discourse of New Managerialism (Deem & Brehony, 2005). Staff performance is monitored to determine an employee’s place on a spectrum of

excellence, ranging from poor, to excellent, performance. Poorly performing staff are 'punished' (Hazelkorn, 2007) and over-performing staff are rewarded and recognised (Collins & Palmer, 2004). One of the main purposes of reward and recognition schemes in any sphere of employment is to encourage staff to work harder (Hamlin, 2019). However, all participants in this study were intrinsically motivated and existence of Teaching Fellowships was not a motivating factor. In addition, with a single exception, findings show that colleagues of awardees were not motivated to replicate their performance. This, however, does not explain why excellent teachers continue to apply for Teaching Fellowships.

As noted in *Chapter 2: Literature Review*, there is currently no obligation for NTFs to disseminate their work. This lack of dissemination dilutes one of the purposes of the NTFS, which is to provide exemplars to motivate and inspire colleagues. To address this deficit, it might, for example, be possible to adapt the application form into an article, or require NTFs to submit an article within a certain period following the award. These articles could be published by Advance HE either in a single volume or as a sequence of publications spread across the academic year.

Impact of Reward and Recognition Schemes

There is some evidence in the literature of evaluation of the impact of NTFs on the awardees, and, in some cases, this includes references to the reaction of managers and colleagues (cf. Skelton, 2004; Frame, Johnson & Rosie, 2006; Israel & Bennett, 2018). However, this study is the first systematic exploration of the impact of Teaching Fellowships, both national *and* local, on awardees, their colleagues, their managers, and particularly their students.

One of the most unexpected findings of this project is that the primary, and some cases only, impact of receiving a teaching fellowship at either level is a sense of Affirmation. While this is indeed a positive outcome for awardees, it lacks the deep and lasting impact on teaching and learning practice that such schemes should achieve.

The reaction of some managers towards teaching staff who receive Teaching Fellowships is another unexpected finding. While around a quarter of managers appreciate that their staff have been recognised as excellent practitioners, and may offer congratulations, often in a public forum, another quarter treat their staff poorly. The remaining half of the managers are indifferent to the fact that their staff have received a prestigious award. In fact, the primary

response of managers to the award of Teaching Fellowships is to appropriate them to increase statistics for the purpose of Corporate Excellence.

Similarly, while some awardees' colleagues are warm, supportive, and collegiate, others are negative and hostile, to the point of 'playground bullying'. The majority, however, are indifferent.

As noted in *Chapter 2: Literature Review*, D'Andrea and Gosling (2001) asked 'whether these [Teaching Fellowships] have a generalized impact on the overall learning experience of students' (2001: 74). The findings from this study illustrate clearly that they do not. The act of recognising and rewarding excellent teachers has no effect on their students. As a retrospective award, students are already receiving excellent teaching and, since awardees stated that they do not change their practice after receiving their award, the level of excellence does not increase. At universities where Teaching Fellowships are, in whole or in part, based on student nominations, those students who do nominate may know that their lecturer has received an award. In any case, subsequent intakes of students are unaware of any awards, unless they decipher their teachers' post-nominal letters. In addition, since, as mentioned earlier, Fellows are not required to disseminate their excellent practice, there is no method by which other teachers could emulate their excellence. Consequently, there is neither direct nor indirect impact on the student experience.

Original Contribution

Despite the wealth of extant literature about teaching excellence and reward and recognition, several gaps in the literature were identified. My contributions to knowledge are:

- Developing a Model of Teaching Excellence based on the literature, and
    - Comparison of the Model with the lived experience of excellent teachers
    - Comparison and adaptation of the Model with the student perspective of teaching excellence
- Evaluating the impact of reward and recognition schemes on:
    - awardees
    - colleagues of awardees
    - managers of awardees
    - students of awardees

- Developing the concept of Corporate Excellence in Higher Education, and
    - Evaluating the use of reward and recognition schemes to enhance Corporate Excellence

Comparison and adaptation of the Model with the Lived Experience of Excellent Teachers

Although several reviews of teaching excellence have been published, none have both developed a model of teaching excellence and compared this with the lived experience of excellent teachers. I adapted the Model to reflect the perspective of excellent lecturers which showed that staff focus more on Student-centred Teaching and Influence / Motivation than on Scholarship / Professionalism and (somewhat alarmingly) Pedagogy.

Comparison and adaptation of the Model with the Student Perspective of Teaching Excellence

In the *Student-led Award* section of *Chapter 4: Findings and Analysis*, I presented the thematic analysis of student nominations across four academic years, using the Characteristics of Teaching Excellence included in the Model of Teaching Excellence I had derived from the literature. I then adapted the Model to reflect the student perspective. The results showed that students focus much more on the Personal Quality of Teaching Excellence, and much less on the Practical and Professional qualities.

Impact of Reward and Recognition Schemes

Although the literature includes many articles on development of reward and recognition schemes, some of which address the impact of the awards on the recipients (cf. Skelton, 2004; Frame, Johnson & Rosie, 2006; Israel & Bennett, 2018), I was unable to locate literature focused on evaluating the impact of reward and recognition schemes on recipients' colleagues, managers, and students.

This investigation showed that reward and recognition schemes have limited or no impact on the recipients beyond affirmation; limited or no impact on their managers beyond Corporate Excellence; limited, no, or toxic impact on their colleagues, including petty bullying; and absolutely no impact on their students.

Corporate Excellence

Reward and Recognition schemes benefit universities more than individual recipients as they fulfil the requirements of Corporate Excellence by providing KPIs that influence league table positions and assist in the competitive HE sector.

Recommendations for Educational Practice

Contributions to the Discourse of Teaching Excellence

My findings are contributing to the discourse of teaching excellence in the wider educational community. For example, following dissemination to the NTFS mailing list, the Model of Teaching Excellence was used by Bournemouth University and the University of Brighton in their responses to the initial TEF consultation.

Wider dissemination of the Model, the research process, and initial findings has occurred at local, national, and international conferences:

- 19th Annual SEDA Conference: Opportunities and challenges for academic development in a post-digital age (Warnes, 2014a; 2014c)
- 15th Annual Learning and Teaching Conference, ARU (Warnes, 2014b)
- 8th Annual Research Student Conference, ARU (Warnes, 2014d)
- FHSCE Research Student Conference (Warnes, 2014e)
- Learning at City 2016: Promoting Teaching Excellence, City University London (Warnes, Davis & Holley, 2016)
- 12th Annual Research Student Conference, ARU (Warnes, 2018c)
- EduLEARN19 Conference, Palma de Mallorca (Warnes, 2019a)
- 20th Annual Learning and Teaching Conference, ARU (Warnes, 2019b)
- HEIR2019 Conference, University of Wolverhampton (Warnes, 2019c)

EduLEARN also published an article as part of the conference proceedings for the 2019 conference (Warnes, 2019d).

Following the HEIR2019 conference, I have had an article published in a special edition of the journal, *Postdigital Science and Education*, focusing on teaching excellence (Warnes, 2020).

In addition, pending identification of a suitable journal, following encouragement from my supervisory team that my approach was highly innovative, I published a pre-print article describing how to use NVivo to assist in conducting a literature review on *ResearchGate* (Warnes, 2018a), which, at the time of writing, has been read 4,135 times.

Educational Policy and Practice

As Warnes (2020) points out,

> The current teaching excellence policies of the Office for Students, the TEF, and reward and recognition schemes, particularly teaching fellowships, both national and institutional, are not currently fit for purpose. The assumptions upon which they are based are rooted in neoliberal 'carrot and stick' performance review policies aimed at improving the skill level of the workforce and/or rooting out underperformers. These over-simplified expectations are subsumed in a postdigital melange of propaganda media which aims to create a hegemonic sectoral discourse. Nevertheless, the primary discourse fails the students it promises to benefit and is resisted by the staff it is designed to motivate (2020: 15)

The findings of this study can therefore inform educational policy and practice in three areas:

- The definition of teaching excellence used in the TEF
- The definition of teaching excellence used in Teaching-Only Pathways
- The construction and administration of Teaching Fellowship schemes

My findings clearly indicate that the definition of teaching excellence used by the TEF is not fit for purpose. The combination of elements of student satisfaction drawn from the NSS, amalgamated with metrics for a highly selective range of student outcomes, are poor proxies for only a tiny proportion of the Characteristics of teaching excellence in the Model. The TEF definition of teaching excellence should be expanded to include all Characteristics of the Model of Teaching Excellence, as derived from the literature and endorsed by excellent teachers and students. Indeed, the absence of any measure of the Personal Qualities of teaching excellence, which are so highly regarded by students, plainly illustrates the poor indicators selected by the OfS.

I agree with the RSS suggestions that 'Alternatives might be to rename TEF (to remove 'teaching excellence'), or *actually carry out some evaluation of teaching quality* (which would be expensive)' (RSS, 2019: 6 [emphasis added]).

As Collins and Palmer (2004) explain,

> The problem is illustrated by using the iceberg metaphor, that is to say 80/90% of what produces effective student learning is unseen, hence the need to find evidence from a range of sources other than delivery... The use of such a matrix has to be manageable for staff in producing evidence and needs to include the key criteria of scholarship (2004: 7)

I recommend, therefore, that the TEF should adopt a version of the Model of Teaching Excellence adapted to meet the priorities of both teachers and students. In this way, the TEF would include both qualitative and quantitative measures. I accept that measuring some characteristics of teaching excellence are challenging, from a quantitative perspective. Nevertheless, just because the task is difficult does not mean it should be avoided entirely.

A variation of the Model should be used as the basis of teaching only promotion pathways. Evidence of excellence should be provided which covers all Characteristics. This process could approximate that used to determine levels of HEA Fellowship using the UKPSF. However, the weighting applied to the characteristics may vary depending on the level of importance attached to each. Consequently, the nature and extent of the evidence required for each characteristic would be related to the weighting.

My findings clearly indicate that Teaching Fellowships are not fit for purpose as they neither fulfil their stated goals (as listed in the section *Purpose of Reward and Recognition Schemes* in this chapter), nor do they have any meaningful impact. One obvious recommendation for the redesign of NTFS is that they should incorporate some form of dissemination of good practice. This could take the form of a rewritten and enhanced version of the evidence supplied for the application, for example, or a conference or symposium where award recipients present papers or run workshops, or a combination of the two.

Anything that removes excellent teachers from teaching is a perverse outcome, and effectively degrades the student experience. UTFs, for example, are regularly offered grants to pursue pedagogic research, which, again, removes teaching excellence from the classroom. Given the retrospective nature of Teaching Fellowships, any financial element

should be redirected away from rewarding teachers who have already achieved excellence, and into development opportunities for those staff who are working towards excellence.

In addition, some fellows complained that as a result of being recognised as an excellent teacher, they were removed from their teaching role and moved into management roles with a great deal of committee responsibilities. While the views of excellent teachers may be valuable in developing institutional policies and practices, this should not interfere with the excellent practice for which they have been recognised.

Limitations of Study

This study, however, is subject to limitations. These limitations include issues with Sampling, access to student participants, and the scope of the enquiry. All of these limitations are addressed in the subsequent section, *Implications for Further Research*.

Failed Sectoral Survey

It is unfortunate that the response rate to the Sectoral Survey was so low that it had to be abandoned. This data would have been used to develop an adapted Model from the perspective of teachers, both with and without a fellowship.

Sampling

Some elements of the samples used in this research would benefit from enhancement including the size of the sample of NTFs, the exclusion of ‘unrecognised’ excellent teachers, the possibility of self-selection bias, and the length of time after the award was received prior to interview.

The sample of five NTFs is relatively small, and, and I would have preferred a higher sample, which would have increased the ‘truth value’ of the NTF perspective (*see Chapter 3: Methodology and Research Design*). Similarly, while data triangulation was achieved by including three participating institutions in the study, a larger number of institutions of varying types would have been valuable, particularly to compare results between post-92s and Oxbridge, for example. Nevertheless, any increase in sample size would have significantly increased the resources needed for data collection and analysis.

As noted above, it is not unreasonable to surmise that excellent teachers exist who have not been rewarded or recognised with a Teaching Fellowship. Indeed, one participant referred to 'other people in my school who are better than me, who can't be bothered with this because they just get on with the job, and they don't see the need to fill in the forms' (UNIB2). It is possible that there may be a way of identifying these individuals, in which case, seeking their opinions about teaching excellence and the purpose of reward and recognition schemes would be beneficial. In addition, it would be useful to know why they choose not to put themselves forward for an award. This is an opportunity for future research.

As the sample was comprised of Teaching Fellows who volunteered to participate, it is possible that the sample suffers from Self Selection Bias (Lavrakas, 2011c). It might be, for example, that the reason for volunteering to participate was because the Fellows had an 'axe to grind', and their responses were inherently hostile. Given the extent of the agreement between respondents, however, it is unlikely that this was the case.

Some respondents referred to having received their awards 'years ago'. It is possible that the further back in time the Fellowship was awarded the less importance it holds for the awardee. Ideally, evaluation of impact should be carried out a year after the award, as this would provide enough time for the awardee to reflect, but not too much time that the original impact has completely eroded. Any future research should consider this point.

Student Voice

The importance of the student voice should not be underestimated in any review of teaching excellence[6]. Thus, the lack of direct contact with students was detrimental to this research. A future study should try to include more direct input, possibly via the Student's Union. In addition, teaching excellence and student learning are two sides of the same coin, and some form of comparison would be beneficial.

I would have liked to find a way to collect students' views on teaching excellence and to develop an adaptation of the Model to accurately reflect the student perspective. It would have been useful to have arranged focus groups with students to gather this data, preferably at the participating institutions. Alternatively, distribution of an adapted version of the sectoral survey to students, with questions related to the Model, would also result in valuable data.

[6] Having criticised the TEF for using proxies for teaching excellence, I do see the irony in my use of proxies for the student voice.

Unfortunately, there was insufficient resources to carry this out as part of this project. This offers an opportunity for further research.

Student outcomes are not related solely to teaching excellence. Student learning is equally as important as teaching excellence to student outcomes. While teaching excellence can address some of the shortcomings in student approaches to their studies to a certain extent, a full understanding of student outcomes involves student learning. However, this complementary study is sufficiently large to require a second PhD.

Reward and Recognition

This study focuses on only one form of reward and recognition: teaching fellowships. As noted in *Chapter 2: Literature Review*, Collins and Palmer (2004) suggest a range of types of reward and recognition:

> **Financial:** Money, pay scale / increments, one-off payments
>
> **Recognition:** Titles / fellowships, promotion, nice office for a year, guaranteed parking space
>
> **Opportunities:** Secondments to industry/consultancy, time for research / sabbaticals, going to a conference, staff development (2004: 6)

It may be that some of these alternative forms of reward and recognition provide an incentive to develop excellent practice. Other reward and recognition schemes, such as the multi-level fellowships offered by SEDA and Advance HE, would be of interest and could form part of a future study.

Reward and recognition schemes primarily recognise individual excellence, but this does not accurately reflect the reality for many academics who work in teams. Similar research could be conducted with successful recipients of CATE awards (Advance HE, 2019a).

Implications for Further Research

Further research would be advisable to address some of the issues raised above under Limitations of this Study.

Failed Sectoral Survey

It remains the case that the data from this survey could be highly useful. Perhaps it might be possible to resubmit the survey using an alternative mailing list to maximise take-up.

Sampling

While the sample size for UTFs was acceptable for a project of this size, it would be useful to increase the number of interviews with NTFs. Given that 'there are now over 915 National Teaching Fellows, with up to 55 individuals receiving the award each year' (Advance HE, 2019d: unpaged), a sample of only five cannot be considered as representative. A larger sample would probably refine and extend the range of responses, particularly in relation to impact. In addition, it would be interesting to explore further, why teachers continue to apply for an NTF.

While the sample size of three institutions was acceptable for a project of this size, an increase in the number of institutions would be advantageous. Similarly, the three participant institutions in this study were structurally comparable, and it would be interesting to conduct similar research across a wider range of institutions. Comparing responses between teaching-intensive and research-intensive institutions, for example, would be of great interest.

While the sample size for UTFs was acceptable for a project of this size, it would be interesting to increase the number of interviews with UTFs within institutions to explore similarities and differences between subjects and/or disciplines.

As noted above, it is possible that the length of time between receiving the award and being invited to comment on it will affect participants' responses. Ideally, research would be conducted one year after the award. This would be long enough to allow participants to observe any latent effects because of banking (i.e. delayed effect) (Brand, 2007), but not so long that the impact has been fully eroded by Fading Affect Bias (Walker & Skowronski, 2009)

Student Learning

Learning and teaching exist in a symbiotic relationship. While universities may introduce policies, practices, and pedagogies aimed at addressing the learning needs of a diverse

student body, students, as adult learners, must accept some responsibility and accountability for their own learning. Poor student attitudes towards learning are as damaging to outcomes as poor teaching.

Despite the OfS (2019) assertion that the TEF 'assesses excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study' (2019: unpaged), the behaviour and attitudes of some students mitigates against the effects of even the most excellent teaching (Northumbria University, 2008). If this were not the case, then universities would not have to introduce Classroom Management policies (cf. ARU, 2019b; Dordoy et al., 2008).

An Internet cartoon notes how in the past low achievement was attributed to students not listening to teachers, whereas now it is related to poor teaching (Bower, 2014). It would be interesting to discover when and why this shift occurred. According to Minsky (2006), an academic 'saw connections between tuition fees, complacency and how students treat staff, explaining: "With increased student fees, students expect to pass even if they do not turn up to lectures. The effort put in by students has deteriorated over the years and they respect staff less"' (2006: unpaged).

Research into the underlying factors that cause some students to act against their best interests would provide valuable information for universities in how best to respond to these challenges.

One of the underlying factors for low achievement is poor academic practice. Sheffield Hallam University (2019) explain the difference between poor academic practice and academic misconduct,

> The errors you have made are likely to have been through carelessness or inexperience rather than intending to deceive. We acknowledge that students may need time to adjust and understand our expectations, requirements and values. If an allegation of poor academic practice is made against you, you will be invited to an Academic Concern Meeting to discuss the allegation. If it is upheld, you will be given a Notice to Improve and advised to develop the necessary academic skills. You can only receive one Notice to Improve during your time at Sheffield Hallam… Any other future concerns regarding your academic conduct will be considered as suspected academic misconduct, and the prior issue of a Notice to Improve will be taken into consideration by the Academic Conduct Panel (2019: unpaged)

Blatant plagiarism (Ali, 2016b) such as the use of 'essay mills' (Crossman, 2019), for example, are clear examples of students who are prepared to cheat their way through university (Fogarty, 2019).

Students who fail to do the required reading prior to seminars is not a new phenomenon, yet some academics suggest a relationship between lowering standards and increasing fees:

> I wish the students did the reading set for them, or at least showed some remorse for brazenly turning up to seminars without having done any prep. I just feel like I'm wasting my time trying to put together interesting sessions. Many want to be spoon-fed and have their hand held (and a 2:1) (Minsky, 2016: unpaged)

In an article in the Guardian, an academic recalled how 'when one of his students was asked to leave a seminar for not completing the reading, they retorted: "I pay you to teach me what's in the article, not the other way around"' (Anonymous Academic, 2015: unpaged). Students who see themselves as consumers 'seem to think they are buying a degree, rather than working for it' (Anonymous Academic, 2015: unpaged).

A recent phenomenon that acts to distract students from their studies is the emergence of microaggressions and trigger warnings. In 2015, Greg Lukianoff and Jonathan Haidt published an article in The Atlantic entitled, *The Coddling of the American Mind*, in which they describe the rise of two terms:

> *Microaggressions* are small actions or word choices that seem on their face to have no malicious intent but that are thought of as a kind of violence nonetheless… *Trigger warnings* are alerts that professors are expected to issue if something in a course might cause a strong emotional response (2015: online [emphasis in original])

While superficially this appears to be a good thing, it can do more harm than good. Especially when, as Robbins (2016) points out:

> the list of statements that can be considered microaggressions or topics that warrant trigger warnings is so broad that they include, for example, discussions about rape; physical, emotional, or sexual abuse; child abuse; self-harm; eating disorders; legal, illegal, or psychiatric drug use; suicide; images of war; images of homosexuality; discussion of isms; discussions of consensual sex, death, pregnancy, and childbirth… Not surprisingly, as the breadth of topics that are labeled unacceptable or potentially injurious and offensive grows, so does the concern about the way these new speech codes not only *undermine academic freedom but also how they suppress the free flow of ideas* and foster a culture of victimhood' (2016: 2 [emphasis added).

Lukianoff and Haidt (2015) argue that 'Attempts to shield students from words, ideas, and people that might cause them emotional discomfort are bad for the students' (2015: unpaged), and suggest that 'Rather than trying to protect students from words and ideas that they will inevitably encounter, colleges should do all they can to equip students to thrive in a world full of words and ideas that they cannot control' (2015: unpaged). Perhaps, they suggest, universities could adopt,

> a shared vocabulary about reasoning, common distortions, and the appropriate use of evidence to draw conclusions would facilitate critical thinking and real debate. It would also tone down the perpetual state of outrage that seems to engulf some colleges these days, allowing students' minds to open more widely to new ideas and new people (Lukianoff & Haidt, 2015: unpaged)

The very purpose of HE is being eroded, and a university is 'slowly becoming less of an excellence centre for research and teaching, and more of a corner shop where students come to buy their degrees and expect to be spoon-fed' (Minsky, 2016: unpaged). Autonomous learners, however, are not created by spoon-feeding. In many cases, despite the assertion by the Higher Education Policy Institute (HEPI) that 'Universities stopped being *in loco parentis* for young undergraduate students when the age of majority fell to 18' (2017: unpaged), students regard university as a logical extension of their primary and secondary educational journey. Unfortunately, compulsory and further education are where students become accustomed to extensive support in place of individual endeavour, and expect this to continue at university.

In the preceding paragraphs, I have highlighted some of the challenges that teachers face from some of their students. This study is about teaching excellence, but these examples of student behaviour illustrate some of the reasons why even the most excellent teaching may not achieve the outcomes envisaged by the TEF. It is not always appropriate to blame the institution. A complementary study is necessary to investigate the means by which challenging students' enthusiasm for university education might be rekindled.

Reflecting on my PhD Journey

When I started my PhD, I had been a professional researcher for 13 years. I was used to conducting large-scale studies, from design, through data collection and analysis, to writing reports and articles, and presenting at local, national, and international conferences. Some of my research had been directly involved with the PhD process in a number of ways, including co-authoring journal articles and co-presenting conference papers (Wisker et al., 2002a; Wisker et al., 2002b; Wisker et al., 2003; Wisker et al., 2003; Wisker et al., 2004; Morris et al., 2009; Wisker et al., 2009; Lilly & Warnes, 2010; Warnes, 2010; Lilly & Warnes, 2011). I had also taught PhD students how to use NVivo for eight years and had previously taught undergraduates how to use SPSS and NUD*IST. I had also acted as critical friend and proof reader for several colleagues' PhDs. In addition, I had carried out research into elements of teaching excellence (Warnes, 2007; Warnes, 2008a; Warnes, 2008b; Lilly & Warnes, 2012; Lilly, Rivera Macías & Warnes, 2013), and I was involved in managing one of the reward and recognition schemes at my institution, and had a good working knowledge of the others.

In theory, therefore, I was well prepared for undertaking a PhD exploring the possible relationship between reward and recognition and teaching excellence in higher education. I was certainly undaunted by the selection of appropriate methodology and methods, the process of data collection and analysis, and writing up, although I was somewhat intimidated by the 80,000 word count.

Unfortunately, however, I swiftly discovered that I knew next to nothing about teaching excellence, and spent a year operationalising the concept. I have described the process of using NVivo to construct a literature review in *Chapter 2: Literature Review*, and elsewhere (Warnes, 2014a; 2014b; 2018), and how this process resulted in the construction of the Model of Teaching Excellence based on a meta-analysis of lists of characteristics of teaching excellence located in the literature (Warnes, 2014c; 2014d; 2018; Warnes, Davis & Holley, 2016).

I was unprepared for a number of elements of the project, including the difficulty in identifying institutions that would grant me access to their lecturers. In fact, an entire year was spent carefully negotiating access to one institution that ultimately resulted in no participants. A 'guarantee' of access at a second institution was also unsuccessful. In addition, I took on a part-time PhD knowing that I would have to complete it in my own time in addition to working full time, as I was not allowed any study leave. Consequently, my PhD

was characterised by long periods of inactivity interspersed with intense bursts of writing, usually involving use of my annual leave to focus exclusively on my PhD. This was initially a cause of concern for my original supervisory team.

Perhaps the most challenging obstacle to completing my studies was a series of serious events in my personal life that resulted in two extensions, which added an additional year to the length of the project.

Ultimately, however, the process of undertaking the PhD has been life changing. This is particularly evident in the impact it has had on my sense of self as an academic. Having published and presented on various items of the project, including preliminary findings (Warnes, 2019a; 2019b; 2019c; 2019d; 2020), I now only have a residual level of Imposter Syndrome. I now consider myself as part of a small group of people who have achieved the highest level of education and this is very rewarding in itself.

While initially concerned that I would not be able to identify a contribution to knowledge, I am satisfied that I have generated several insights into teaching excellence and how it is related to reward and recognition. Also, from a practical standpoint, my contributions can influence the discourse on such topics as redeveloping reward and recognition schemes, the Teaching Excellence and Student Outcomes Framework, and Teaching Only Promotion Pathways.

Thesis Summary

This doctoral thesis is constructed in accordance with the Research Degrees Regulations, Twentieth Edition (ARU, 2019c) and demonstrates the assessment criteria for Level 8. Through my doctoral journey, I have developed expertise in Teaching Excellence and the impact of Teaching Fellowships at both institutional and national levels. I have undertaken an in-depth project for which I have employed high-level research and analytical skills. I have painstakingly and critically analysed both primary and secondary data sources to produce findings that I have presented clearly and unequivocally.

Having no preconceived ideas about the outcome of the project, I was able to investigate participants' responses and generate insights from them. The findings from the interviews with excellent teachers, which form the core of this project, accurately reflect their opinions and experiences, some of which were surprisingly negative given the fact that being rewarded and recognised for teaching excellence is, on the face of it, a celebratory event.

Perhaps the most challenging finding from my study is that reward and recognition of teaching excellence, at least as embodied in teaching fellowships, has no significant positive impact on awardees, their managers and colleagues, and particularly their students. In fact, the only stakeholders in teaching excellence that benefit from this process are universities who misappropriate awards to bolster marketing campaigns to attract students.

As Warnes (2020) notes, 'Almost two decades ago, D'Andrea and Gosling (2001) wondered 'whether these teaching fellowships have a generalized impact on the overall learning experience of students' (D'Andrea and Gosling 2001: 74). The findings from this study clearly illustrate that they do not' (2020: 15). Warnes (2020) goes on to note that 'The only stakeholders to benefit from fellowship schemes are universities which misappropriate the awards to bolster corporate excellence statistics for marketing purposes. Thus, the personal value of individual excellence is converted via performance management into impersonal institutional excellence (2020: 15). Finally, Warnes (2020) suggests, 'given that fellowships are awarded retrospectively to staff who have already achieved excellence, funds should be directed away from reward and recognition and towards providing opportunities for developmental CPD for early- to mid-career staff to help them develop teaching excellence' (2020: 15).

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Appendices

Chapter 2: Literature Review

Chapter 3: Methodology and Research Design

Appendix A: Qualities and Characteristics of Excellence

Baker, R. G., 1995, Valuing University Teaching and Learning: Academic Staff Perceptions, In L. Summers (Ed.), A Focus on Learning, pp. 5-12. Proceedings of the 4th Annual Teaching Learning Forum, Edith Cowan University, February 1995. Perth: Edith Cowan University. [Online]. Available at: https://otl.curtin.edu.au/professional_development/conferences/tlf/tlf1995/baker.html **[Accessed 29.03.19].**
a) the personal attributes they brought to their teaching (e.g., enthusiasm, personality, being interesting, inspiring, humorous, etc.), b) their subject knowledge and experiences, c) their teaching skills and processes, and d) their rapport with students. The most frequent comment concerned with the improvement of teaching related to a desire to improve teaching skills and processes (e.g., presentation skills, alternative teaching methods, different learning activities, etc.). Other areas highlighted by these comments were a desire for using new teaching technologies and audio-visual aids, updating current knowledge base, and learning about different assessment strategies.
Ballantyne, R., Bain, J. and Packer, J., 1999, Researching University Teaching in Australia: Themes and Issues in Academics' Reflections, Studies in Higher Education, 24(2): 237-257.
Theme 1: a love for one's discipline Enthusiasm Creating and Maintaining Student Interest Theme 2. Valuing students and their perspectives Caring for Students Pitching at the Students' Level and Avoiding Jargon Relevance to Students' Everyday Experience Starting from a Practice Base Theme 3. Making learning possible Fostering Generic and Lifelong Learning Skills Interacting with Students to Ensure Understanding and Learning Managing Discomfort

Chickering, A. W. and Gamson, Z. F., 1987, Seven Principles to Good Practice in Undergraduate Education, Racine, WI: The Johnson Foundation Inc.
Seven Principles for Good Practice in Undergraduate Education: 1) good practice encourages student-faculty contact 2) good practice encourages cooperation among students 3) good practice encourages active learning 4) good practice gives prompt feedback 5) good practice emphasizes time on task 6) good practice communicates high expectations 7) good practice respects diverse talents and ways of learning
Chism, N. V. N., 2006, Teaching Awards: What Do They Award? The Journal of Higher Education, 77(4): 589-617.
Impact on student learning, promotion of learning outside classroom Student-centered approach, shows concern for growth and development Content knowledge, mastery of subject Leadership in promoting teaching on campus Range of teaching activities undertaken during career or current practice Curriculum development efforts, innovation in teaching Other Scholarship of teaching activities Professional development efforts
Collins, R. and Palmer, A., 2004, Perceptions of Rewarding Excellence in Teaching: Carrots or Sticks? [Online]. Available at: https://www.heacademy.ac.uk/system/files/perceptions_of_rewarding_excellence_in_teaching_carrots_or_sticks.pdf [Accessed 29.03.19].
Suggested indicators of good/excellent teaching **Students** Students actively engaged in learning process – many sub-indicators suggested, e.g. Students concentrating, laughing, interacting, completing tasks, positive anticipation, obtaining feedback from students regarding their learning Student achievement and distance travelled

Lecturer to students Giving students constructive feedback Being clear about expectations with students Giving extra support to less able students **Lecturer attributes** Lecturer enthusiasm for subject Being approachable and caring **Teaching Methods** Utilising the teaching environment to maximize learning opportunities Using a wide variety of teaching methods – taking risks, innovation **Aligned assessment** Knowing and assessing student abilities so that teaching is 'pitched' at the appropriate level Course materials consistent with learning outcomes **Professional Activities** Sharing practice with peers Keeping abreast of your own subject discipline Scholarly activity Establishing links in the community, industry, professional body and obtaining sponsorship **Professional Skills** Possessing good organizational and administrative skills Reflecting on and changing practice
Dunkin, M. J. and Precians, R. P., 1992, Award-Winning University Teachers' Concepts of Teaching, Higher Education, 24(4): 483-502.
(a) Interest, enthusiasm and vitality in undertaking teaching and promoting student learning; (b) Interest in promoting the improvement of teaching through the development of innovative approaches and/or scholarship in teaching; (c) Command of subject matter and ability to adapt to recent developments in the field of study; (d) Keen and sympathetic participation in the guidance and advising of students and understanding of their needs; (e) Interest in, and responsiveness to colleague and student feedback on teaching; (f) Ability to organise course material and present it cogently and engagingly; (g) Ability to assess student learning and to provide students with worthwhile feedback; (h) Ability to stimulate curiosity and independent learning in beginning students and creative

work of advanced students; (i) Interest and involvement in promoting excellence in teaching among colleagues.
Gibbs, G. and Coffey, M., 2002, The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students, *Das Hochschulwesen*, 50(2): 5-54.
Enthusiasm: The teacher was enthusiastic about teaching the course. Organisation: The teacher's explanations were clear. Group interaction: Students were invited to share their ideas and knowledge. Rapport: The teacher had a genuine interest in individual students. Breadth: The teacher contrasted the implications of various theories. Student learning: The students learned something which they considered valuable.
Gibbs, G. and Habeshaw, T., 2003, *Recognising and Rewarding Excellent Teaching (Second Ed.)*, Milton Keynes: TQEF, National Coordination Team, The Open University.
An excellent teacher: • makes a recognised contribution to the learning, teaching and assessment of the subject • incorporates sound subject knowledge, which is regularly updated in teaching, learning and assessment activities • uses techniques and approaches for learning, teaching and assessment which are 'fit for purpose' and appropriate for the context and mission of the university • plans, manages and delivers curriculum effectively • demonstrates creativity and innovation in the design and planning of learning activities • demonstrates understanding of how students learn • evaluates innovative approaches to learning and teaching and adopts those of value • establishes explicit learning outcomes for student learning • demonstrates excellence in assessment design and/or implementation, including the use of formative feedback to foster student learning • promotes high student achievement • recognises student diversity and devises strategies to work effectively with students with diverse characteristics • engages/enthuses/inspires students • promotes interactivity rather than passivity in classroom activity, in independent/ distance learning or other contexts • fosters student-centredness in their approaches to learning and teaching • demonstrates genuine interest in students • has excellent communication skills • is sympathetic and effective in the support of students • is accessible and approachable

- achieves added value/high retention rates with disadvantaged students
- fosters student development and independence
- is able to relate to students on programmes at different levels
- evaluates own performance against stated outcomes
- demonstrates commitment to scholarship in learning and teaching
- publishes on learning and teaching
- champions learning and teaching in the university
- shares and promotes good practice
- supports and collaborates with colleagues
- recognises, evaluates and adopts innovative approaches where these enhance learning
- offers and receives peer feedback on own teaching/assessment practice and uses it to enhance student learning
- makes active use of student feedback to influence the development of practice
- is reflective about personal teaching, learning and assessment practices
- • demonstrates commitment to personal/professional development.
  Adapted from: National Teaching Fellowships Scheme Judging Mechanisms, (http://ntfs.itl.ac.uk/criteria.htm).

Halse, C., Deane, E., Hobson, J. and Jones, G., 2007, The Research-Teaching Nexus: What Do National Teaching Awards Tell Us? *Studies in Higher Education*, 32(6): 727-746.

Applicants are assessed on the basis of evidence against the following criteria:

1. Interest and enthusiasm for undertaking teaching and for promoting student learning.

2. Ability to arouse curiosity, and to stimulate independent learning and the development of critical thought.

3. Ability to organise course material and to present it cogently and imaginatively.

4. Command of the subject matter, including the incorporation in teaching of recent developments in the field of study.

5. Innovation in the design and delivery of content and course materials.

6. Participation in the effective and sympathetic guidance and advising of students.

7. Provision of appropriate assessment, including the provision of worthwhile feedback to students on their learning.

8. Ability to assist students from equity groups to participate and achieve success in their courses.

9. Professional and systematic approach to teaching development.

10. Participation in professional activities and research related to teaching.

(Carrick Institute for Learning and Teaching in Higher Education, 2005)

Higher Education Funding Council for England (HEFCE), 2004, *04/05 - Centres for Excellence in Teaching and Learning: Invitation to Bid for Funds*, Bristol: HEFCE, [Online]. Available at: http://webarchive.nationalarchives.gov.uk/20100202100434/http:/hefce.ac.uk/pubs/hefce/2004/04_05/ [Accessed 29.03.19].
Excellent teaching will lead to successful learning. It shows the capacity to influence others and disseminate good practice by actively engaging in critical reflection on the process and outcomes of teaching and learning, leading to further development and continuous improvement. Excellence may be represented in qualitative and/or quantitative terms and be assessed in terms of: • the added value of teaching delivery and the teacher's engagement with students • the potential for extending the impact into other areas or to other learners • endorsement or validation of successful learning by students, teachers, institutions, employers and other relevant stakeholders. 5. Existing excellence may be demonstrated by: • the mode of delivery, as evidenced in: - standing and leadership among peers and professional recognition - leading innovative curriculum design and development - critical reflection on practice and evaluated outcomes that inform further development - scholarly underpinning of practice - ability to choose and deploy learning approaches to meet diverse learning needs - active engagement in professional development for teaching and learning practice • engagement with learners' needs and requirements, as evidenced in: - active engagement with learning process and successful learning outcomes - understanding and addressing diversity of learning needs - active use of student feedback - positive indicators of learners' development (retention, progression, skills acquisition and employability) - development of opportunities for successful learning in new contexts • leading and embedding change in teaching and learning beyond the individual, as evidenced in: - active dissemination and successful take-up by others - successful implementation of innovative practice and new learning environments

- mentoring and developing for teaching and learning effectiveness - strategic action within an institution or partnership to enhance teaching and learning effectiveness • the range of beneficiaries, as evidenced in: - enabling or enhancing learning through partnership or collaboration - building and strengthening effective teaching and learning teams - successfully engaging a wider range of learners - enabling learning across or within different learning settings (education and the workplace) - responsive to employers' needs and requirements. Potential for impact
Hillier, Y., 2002, *The Quest for Competence, Good Practice and Excellence*, [Online]. Available at: http://www.engsc.ac.uk/assets/documents/resources/database/id494_quest_for_competence.pdf [accessed 16.07.13].
The NTFS asks the Advisory Panel to rate submissions under four criteria: • the ways in which the application demonstrates the nominee's ability to influence students positively, to inspire students and to enable students to achieve specific learning outcomes as defined by the institution and/or the subject area. (This relates to their own students and / or others in the field); • the ways in which the application demonstrates the nominee's ability to influence and inspire colleagues in their teaching, learning and assessment practice, by example and / or through the dissemination of good practice; • the nominee's track record or potential, as demonstrated through the application, to influence positively the wider national community of teachers and learners in higher education in relation to teaching, learning and assessment practice; • the nominee's ability, as evident in the application, to demonstrate a reflective approach to teaching and / or the support of learning. The NTFS also lists the following illustrative characteristics of excellent teachers: • innovation in the design and delivery of learning activities • ability to organise course materials and present them effectively and imaginatively • provision of effective and sympathetic guidance, supervision and assessment of students, that enable student advancement at all levels • a reflective approach to teaching and the support of learning in order to sustain self-development

• the ability to arouse curiosity and to stimulate independent learning and the development of critical thought in students • a recognised commitment to the scholarship of both subject knowledge and learning and teaching • participation in professional activities and research related to learning and teaching • recognition of the value of student diversity • ability to share and promote good practice, through publications, conferences, workshop or other means. (www.ilt.ac.uk/criteria_2002.htm).
Kahn, S., 1993, Better Teaching through Better Evaluation: A Guide for Faculty and Institutions, *To Improve the Academy*, 12: 111-126.
Chickering and Gamson plus: The remaining four preliminary criteria are that 1) content of teaching be current, up-to-date, and sufficient to meet goals of the course(s) 2) candidates participate in and contribute to the scholarly discourse on pharmaceutical education 3) clinical education, and/or professional education; candidates engage in scholarly inquiry into their own teaching practices 4) candidates conduct their practices of teaching within well-reasoned, explicitly articulated philosophical and theoretical frameworks of professional / pharmaceutical education.
Meyer, S. M. and Penna, R. P., 1996, Promoting excellence in teaching in pharmaceutical education: The master teacher credentialing program, *New Directions for Teaching and Learning*, 65: 105-108.
A study of 30 different teaching award schemes by academics at the Oxford Learning Institute has found 12 different conceptions of teaching excellence in use. The authors cite widespread criticism of the way in which teaching awards are allocated in the UK, and say that if schemes are to develop credibility they will need to more clearly articulate valid models of teaching excellence on which they are based.
Munasinghe, M. A. T. K. and Rathnasiri, U. A. H. A., 2010, *Quality in Higher Education: What Say the Undergraduates?*, Paper presented at the Third International Conference on Business and Information 2012, University of Kelyaniya, Sri Lanka, 30th November 2012, available at:

http://repository.kln.ac.lk/bitstream/handle/123456789/3565/MATK%20Munasinghe.pdf?sequence=2&isAllowed=y [accessed 29.03.19].
There was a strong indication that an excellent teacher was associated with enhancing student learning being flexible able to conceptualize the problems associated with teaching.
Sherman, T., Armisted, L., Fowler, F., Barksdale, M. and Reif, G., 1987, The Quest for Excellence in University Teaching, *Journal of Higher Education*, 58(1): 66-84.
(1) reflecting upon and meeting the individual needs of students; (2) 'starting from where the students are at' in their thinking and encouraging them to adopt an 'active' approach to learning; (3) recognizing the importance of communication: knowing and valuing students and being available for them; (4) valuing and making use of new technologies in teaching; (5) adopting problem-solving methodologies; (6) recognizing the importance of transferable skills; and (7) offering learners flexibility and choice.
Skelton, A., 2004, Understanding 'Teaching Excellence' in Higher Education: A Critical Evaluation of the National Teaching Fellowships Scheme, *Studies in Higher Education*, 29(4): 451-468.
Specific criteria at University of California, Berkeley, include: 1) command of the subject 2) continuous growth in the field of study 3) ability to organize course material and to present it cogently 4) effective design and redesign of courses 5) ability to inspire in students independent and original thinking 6) ability to encourage intellectual interests in beginning students and to stimulate creative work in advanced students 7) enthusiasm and vitality in learning and teaching, guidance of student research projects, participation in advising students

8) participation in guiding and supervising graduate student instructors (teaching assistants) 9) ability to respond to a diverse study body.
Sorcinelli, M. D. and Davis, B. G., 1996, Honoring exemplary teaching in research universities, *New Directions for Teaching and Learning*, 65: 71-76.
Excellent teaching is 1) teaching which helps students to achieve high quality learning 2) It fosters active engagement with the subject matter and discourages a superficial approach to learning. This does not imply that excellent teaching always results in high quality student learning, but that it is designed to do so. Excellent teachers are much more than just good "performers" – they are effective managers of the student learning process. This requires them to demonstrate a range of capabilities, including their ability to: • use a range of learning and assessment methods; • help their students become effective learners; • work effectively with their peers; • systematically reflect upon their professional practice. The university recognizes excellence in teaching as embodying the following principles: • maintenance of high quality student learning as the goal of teaching; • motivation of students to engage with their subjects and to think deeply about them; • high degree of expertise in subject being taught; • maintenance of high expectations of students • respect for students and peers and a willing- ness to learn from them; • use of valid and appropriate assessment methods and the provision of high quality feedback to students; • assimilation of the university's mission into the teaching process.
Thompson, J., Cook, M., Cottrell, D., Lewis, R., Miller, B., 1998, Developing An Institutional Framework for Rewarding Excellence in Teaching: A Case Study, *Quality Assurance in Education*, 6(2): 97-105.
Most of the characteristics of excellence identified in policy models of teaching relate to: • planning • resources • explicit statements of outcomes.

These were noticeably absent from staff and teacher views. Both staff and students focused their definitions of excellence on the teachers' personal qualities, particularly:

• enthusiasm
• creativity
• interpersonal skills.

In addition, students identified oral communication skills to be an important component of excellent teaching.

Warren, R. and Plumb, E., 1999, Survey of Distinguished Teacher Award Schemes in Higher Education, *Journal of Further and Higher Education*, 23(2): 245-255.

Four classes of criteria have been identified, as follows:

1) Excellence in delivery

Communicates subject matter, skills, etc. effectively and with enthusiasm.
Prepares high quality course materials.
Has comprehensive and up-to-date knowledge of subject.
Develops innovation in teaching and learning methods, including large and small group techniques.
Generates successful learning experiences.
Stimulates curiosity, creativity and critical thinking in students.

2) Scholarship in teaching and learning

Is aware of pedagogical theory and literature relevant to higher education.
Adopts a rigorous and creative approach to curriculum development and course design.
Has a reflective attitude to teaching and learning.
Has a good grasp of the links between teaching and research.

3) Communication with students and staff

Elicits feedback from students.
Elicits feedback from colleagues.
Gives effective feedback to students.
Collaborates well with colleagues and disseminates good practice.

4) Student support

Is sensitive to individual students' needs.
Gives appropriate guidance to students.
Fosters both cooperation and autonomy in student learning.

Demonstrates creativity in laboratory and project work. Provides effective supervision for research students.
Palmer, A. and Collins, R., 2006, Perceptions of rewarding excellence in teaching: Motivation and the scholarship of teaching, *Journal of Further and Higher Education*, 30(2): 193-205.
good teaching [is] the capacity to transform the specific concepts of a particular discipline or subject into terms that can be understood by a particular group of students

Appendix B: Coding the Characteristics of Excellence

The numbers in brackets are the number extracts for each of the three Characteristics which make up the Qualities of Teaching Excellence.

Professional Quality (87)

Reflection (17)

1. a reflective approach to teaching and the support of learning in order to sustain self-development
2. active use of student feedback
3. critical reflection on practice and evaluated outcomes that inform further development
4. Elicits feedback from colleagues
5. Elicits feedback from students
6. evaluates own performance against stated outcomes
7. Has a reflective attitude to teaching and learning
8. Interest in, and responsiveness to colleague and student feedback on teaching
9. is reflective about personal teaching, learning and assessment practices
10. It shows the capacity to influence others and disseminate good practice by actively engaging in critical reflection on the process and outcomes of teaching and learning, leading to further development and continuous improvement
11. makes active use of student feedback to influence the development of practice
12. obtaining feedback from students regarding their learning
13. offers and receives peer feedback on own teaching/assessment practice and uses it to enhance student learning
14. Reflecting on and changing practice
15. reflecting upon and meeting the individual needs of students
16. systematically reflect upon their professional practice
17. the nominee's ability, as evident in the application, to demonstrate a reflective approach to teaching and/or the support of learning

Scholarship / Professionalism (55)

1. a recognised commitment to the scholarship of both subject knowledge and learning and teaching
2. ability to share and promote good practice, through publications, conferences, workshop or other means
3. active dissemination and successful take-up by others
4. active engagement in professional development for teaching and learning practice
5. assimilation of the university's mission into the teaching process

6. building and strengthening effective teaching and learning teams
7. candidates conduct their practices of teaching within well-reasoned, explicitly articulated philosophical and theoretical frameworks of professional / pharmaceutical education
8. candidates participate in and contribute to the scholarly discourse on pharmaceutical education
9. champions learning and teaching in the university
10. clinical education, and/or professional education; candidates engage in scholarly inquiry into their own teaching practices
11. Collaborates well with colleagues and disseminates good practice
12. Command of subject matter and ability to adapt to recent developments in the field of study
13. command of the subject
14. Command of the subject matter, including the incorporation in teaching of recent developments in the field of study
15. Content knowledge, mastery of subject
16. content of teaching be current, up-to-date, and sufficient to meet goals of the course(s)
17. continuous growth in the field of study
18. demonstrates commitment to personal/professional development
19. demonstrates commitment to scholarship in learning and teaching
20. enabling or enhancing learning through partnership or collaboration
21. endorsement or validation of successful learning by students, teachers, institutions, employers and other relevant stakeholders
22. Establishing links in the community, industry, professional body and obtaining sponsorship
23. Has comprehensive and up-to-date knowledge of subject
24. high degree of expertise in subject being taught
25. Impact on student learning, promotion of learning outside classroom
26. incorporates sound subject knowledge, which is regularly updated in teaching, learning and assessment activities
27. Interest and involvement in promoting excellence in teaching among colleagues
28. Interest in promoting the improvement of teaching through the development of innovative approaches and/or scholarship in teaching
29. Keeping abreast of your own subject discipline
30. Leadership in promoting teaching on campus
31. makes a recognised contribution to the learning, teaching and assessment of the subject
32. mentoring and developing for teaching and learning effectiveness
33. participation in guiding and supervising graduate student instructors (teaching assistants)

34. participation in professional activities and research related to learning and teaching
35. Participation in professional activities and research related to teaching
36. Prepares high quality course materials
37. Professional and systematic approach to teaching development
38. Professional development efforts
39. publishes on learning and teaching
40. Range of teaching activities undertaken during career or current practice
41. responsive to employers' needs and requirements
42. Scholarly activity
43. scholarly underpinning of practice
44. Scholarship of teaching activities
45. shares and promotes good practice
46. Sharing practice with peers
47. standing and leadership among peers and professional recognition
48. strategic action within an institution or partnership to enhance teaching and learning effectiveness
49. supports and collaborates with colleagues
50. the nominee's track record or potential, as demonstrated through the application, to influence positively the wider national community of teachers and learners in higher education in relation to teaching, learning and assessment practice
51. the potential for extending the impact into other areas or to other learners
52. the ways in which the application demonstrates the nominee's ability to influence and inspire colleagues in their teaching, learning and assessment practice, by example and / or through the dissemination of good practice
53. their subject knowledge and experiences
54. updating current knowledge base, and
55. work effectively with their peers

Student-centred Teaching (15)

1. being flexible
2. enhancing student learning
3. fosters student-centredness in their approaches to learning and teaching
4. good practice communicates high expectations
5. good practice emphasizes time on task
6. good teaching [is] the capacity to transform the specific concepts of a particular discipline or subject into terms that can be understood by a particular group of students
7. Group interaction: Students were invited to share their ideas and knowledge
8. is able to relate to students on programmes at different levels

9. maintenance of high expectations of students
10. maintenance of high quality student learning as the goal of teaching
11. offering learners flexibility and choice
12. recognizing the importance of transferable skills
13. respect for students and peers and a willingness to learn from them
14. Student learning: The students learned something which they considered valuable
15. Student-centred approach, shows concern for growth and development

Practical Quality (62)

Assessment and Feedback (10)

1. Ability to assess student learning and to provide students with worthwhile feedback
2. demonstrates excellence in assessment design and/or implementation, including the use of formative feedback to foster student learning
3. establishes explicit learning outcomes for student learning
4. Gives effective feedback to students
5. Giving students constructive feedback
6. good practice gives prompt feedback
7. learning about different assessment strategies
8. Provision of appropriate assessment, including the provision of worthwhile feedback to students on their learning
9. provision of effective and sympathetic guidance, supervision and assessment of students, that enable student advancement at all levels
10. use of valid and appropriate assessment methods and the provision of high quality feedback to students

Organisation (16)

1. Ability to organise course material and present it cogently and engagingly
2. Ability to organise course material and to present it cogently and imaginatively
3. ability to organise course materials and present them effectively and imaginatively
4. ability to organize course material and to present it cogently
5. Being clear about expectations with students
6. Course materials consistent with learning outcomes
7. explicit statements of outcomes
8. Knowing and assessing student abilities so that teaching is ‘pitched’ at the appropriate level
9. Organisation: The teacher’s explanations were clear
10. Pitching at the Students’ Level and Avoiding Jargon

11. planning
12. plans, manages and delivers curriculum effectively
13. positive indicators of learners' development (retention, progression, skills acquisition and employability)
14. Possessing good organizational and administrative skills
15. Provides effective supervision for research students
16. resources

Pedagogy (36)

1. a desire for using new teaching technologies and audio-visual aids
2. a desire to improve teaching skills and processes (e.g., presentation skills, alternative teaching methods, different learning activities, etc.)
3. ability to choose and deploy learning approaches to meet diverse learning needs
4. able to conceptualize the problems associated with teaching
5. active engagement with learning process and successful learning outcomes
6. adopting problem-solving methodologies
7. Adopts a rigorous and creative approach to curriculum development and course design
8. Breadth: The teacher contrasted the implications of various theories
9. Curriculum development efforts, innovation in teaching
10. demonstrates creativity and innovation in the design and planning of learning activities
11. Demonstrates creativity in laboratory and project work
12. demonstrates understanding of how students learn
13. development of opportunities for successful learning in new contexts
14. Develops innovation in teaching and learning methods, including large and small group techniques
15. effective design and redesign of courses
16. evaluates innovative approaches to learning and teaching and adopts those of value
17. Generates successful learning experiences
18. Has a good grasp of the links between teaching and research
19. help their students become effective learners
20. Innovation in the design and delivery of content and course materials
21. innovation in the design and delivery of learning activities
22. Is aware of pedagogical theory and literature relevant to higher education
23. It fosters active engagement with the subject matter and discourages a superficial approach to learning
24. leading innovative curriculum design and development

25. promotes interactivity rather than passivity in classroom activity, in independent/ distance learning or other contexts
26. recognises, evaluates and adopts innovative approaches where these enhance learning
27. Relevance to Students' Everyday Experience
28. Starting from a Practice Base
29. successful implementation of innovative practice and new learning environments
30. teaching which helps students to achieve high quality learning
31. their teaching skills and processes, and
32. use a range of learning and assessment methods
33. uses techniques and approaches for learning, teaching and assessment which are 'fit for purpose' and appropriate for the context and mission of the university
34. Using a wide variety of teaching methods – taking risks, innovation
35. Utilising the teaching environment to maximize learning opportunities
36. valuing and making use of new technologies in teaching

Personal Quality (57)

Personal Qualities (17)

1. Being approachable and caring
2. Communicates subject matter, skills, etc. effectively and with enthusiasm
3. creativity
4. engages/enthuses/inspires students
5. enthusiasm
6. Enthusiasm
7. enthusiasm and vitality in learning and teaching, guidance of student research projects, participation in advising students
8. Enthusiasm: The teacher was enthusiastic about teaching the course
9. has excellent communication skills
10. Interacting with Students to Ensure Understanding and Learning
11. Interest and enthusiasm for undertaking teaching and for promoting student learning
12. Interest, enthusiasm and vitality in undertaking teaching and promoting student learning
13. interpersonal skills
14. Lecturer enthusiasm for subject
15. Managing Discomfort
16. oral communication skills to be an important component of excellent teaching

17. the personal attributes they brought to their teaching (e.g., enthusiasm, personality, being interesting, inspiring, humorous, etc.)

Pastoral (20)

1. Ability to assist students from equity groups to participate and achieve success in their courses
2. ability to respond to a diverse study body
3. achieves added value/high retention rates with disadvantaged students
4. Caring for Students
5. demonstrates genuine interest in students
6. Giving extra support to less able students
7. good practice encourages student-faculty contact
8. good practice respects diverse talents and ways of learning
9. is accessible and approachable
10. Is sensitive to individual students' needs
11. is sympathetic and effective in the support of students
12. Keen and sympathetic participation in the guidance and advising of students and understanding of their needs
13. Participation in the effective and sympathetic guidance and advising of students
14. Rapport: The teacher had a genuine interest in individual students
15. recognises student diversity and devises strategies to work effectively with students with diverse characteristics
16. recognition of the value of student diversity
17. recognizing the importance of communication: knowing and valuing students and being available for them
18. the added value of teaching delivery and the teacher's engagement with students
19. their rapport with students
20. understanding and addressing diversity of learning needs

Influence / Motivation (20)

1. 'starting from where the students are at' in their thinking and encouraging them to adopt an 'active' approach to learning
2. Ability to arouse curiosity, and to stimulate independent learning and the development of critical thought
3. ability to encourage intellectual interests in beginning students and to stimulate creative work in advanced students
4. ability to inspire in students independent and original thinking
5. Ability to stimulate curiosity and independent learning in beginning students and creative work of advanced students

6. Creating and maintaining student interest
7. enabling learning across or within different learning settings (education and the workplace)
8. Fostering Generic and Lifelong Learning Skills
9. Fosters both cooperation and autonomy in student learning
10. fosters student development and independence
11. Gives appropriate guidance to students
12. good practice encourages active learning
13. good practice encourages cooperation among students
14. motivation of students to engage with their subjects and to think deeply about them
15. promotes high student achievement
16. Stimulates curiosity, creativity and critical thinking in students
17. Students actively engaged in learning process – many sub-indicators suggested, e.g. Students concentrating, laughing, interacting, completing tasks, positive anticipation
18. successfully engaging a wider range of learners
19. the ability to arouse curiosity and to stimulate independent learning and the development of critical thought in students
20. the ways in which the application demonstrates the nominee's ability to influence students positively, to inspire students and to enable students to achieve specific learning outcomes as defined by the institution and/or the subject area. (This relates to their own students and / or others in the field)

Appendix C: Epigeum Research Ethics Certificate

EPIGEUM

Certificate

Number: Prog447530004

This is to certify that

Mark Warnes

of Anglia Ruskin University

Successfully completed the course

Research Ethics

Ethics 1 - Good Research Practice	87%
Ethics 2 - Working with Human Subjects	93%

as part of the Epigeum Online Course System course programme.

Dated 05 November 2013

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Appendix D: Stage 1 Ethics Proposal

RESEARCH ETHICS APPLICATION FORM (STAGE 1)

AFTER YOU HAVE COMPLETED THIS FORM WOULD THE SUPERVISOR PLEASE INDICATE HERE WHICH RISK CATEGORY THE RESEARCH FALLS INTO. FOR STAFF RESEARCH, CAN THE RESEARCHER COMPLETE THIS. Please delete as applicable: AMBER

More information on ethics procedures can be found on your faculty website. You must read the **Question Specific Advice for Stage 1 Research Ethics Approval** form.

All research carried out by students and staff at Anglia Ruskin University and all students at our Franchise Associate Colleges, must comply with **Anglia Ruskin University's Research Ethics Policy** (students at other types of Associate College need to check requirements).

There is no distinction between undergraduate, taught masters, research degree students and staff research.

All research projects, including pilot studies, must receive research ethical approval prior to approaching participants and/or commencing data collection. Completion of this Research Ethics Application Form (Stage 1) is mandatory for all research applications*. It should be completed by the Principal Investigator in consultation with any co-researchers on the project, or the student in consultation with his/her research project supervisor.

For research only involving animals please complete the **Animal Ethics Review Checklist instead of this form.*

All researchers should:

- Ensure they comply with any laws and associated Codes of Practice that may be applicable to their area of research.
- Ensure their study meets with relevant Professional Codes of Conduct.
- Complete the relevant compulsory research ethics training.
- Refer to the **Question Specific Advice for the Stage 1 Research Ethics Approval**.
- Consult the **Code of Practice for Applying for Ethical Approval at Anglia Ruskin University.**

If you are still uncertain about the answer to any question please speak to your Dissertation Supervisor/Supervisor, **Faculty Research Ethics Panel (FREP) Chair** or the **Departmental Research Ethics Panel (DREP) Chair.**

Researchers are advised that projects carrying higher levels of ethical risk will:

- *require the researchers to provide more justification for their research, and more detail of the intended methods to be employed;*
- *be subject to greater levels of scrutiny;*
- *require a longer period to review.*

Researchers are strongly advised to consider this in the planning phase of their research projects.

Section 1: RESEARCHER AND PROJECT DETAILS

Researcher details:	
Name(s):	**Mark Warnes**
Department:	**Education**
Faculty:	**FHSCE**
Anglia Ruskin email address:	**mark.warnes@student.anglia.ac.uk**

Status:							
Undergraduate		Taught Postgraduate		Postgraduate Research	X	Staff	

If this is a student project:	
SID:	**9806788**
Course title:	
Supervisor/tutor name	**Dr Geraldine Davis**

Project details:	
Project title (*not* module title):	An exploration of the possible relationship between reward and recognition and teaching excellence in higher education
Data collection start date: *(note **must** be prospective)*	January 2016
Expected project completion date:	**2019**
Is the project externally funded?	**No**
Licence number (if applicable):	**N/A**

CONFIRMATION STATEMENTS – please tick the box to confirm you understand these requirements	
The project has a direct benefit to society and/or improves knowledge and understanding.	✓
All researchers involved have completed relevant training in research ethics, and consulted the Code of Practice for Applying for Ethical Approval at Anglia Ruskin University.	✓
The risks participants, colleagues or the researchers may be exposed to have been considered and appropriate steps to reduce any risks identified taken (risk assessment(s) must be completed if applicable, available at: **http://rm.anglia.ac.uk/extlogin.asp**) or the equivalent for Associate Colleges.	✓
My research will comply with the Data Protection Act (1998) and/or data protection laws of the country I am carrying the research out in, as applicable. For further advice please refer to the **Question Specific Advice for the Stage 1 Research Ethics Approval**.	✓

Project summary (maximum 500 words):

Please outline rationale for the research, the project aim, the research questions, research procedure and details of the participant population and how they will be recruited.

Rationale and Aim

The purpose of the project is to determine the nature and extent of the impact upon lecturers of being rewarded or recognised for displaying excellence in teaching, particularly the impact on the student experience. A model of teaching excellence has been derived from the literature and this will be compared with the lived experience of lecturers labelled as excellent. Participants will be asked to consider how being acknowledged as excellent, through a reward or recognition scheme, has affected them, their colleagues, their faculty, and their students.

This research is particularly pertinent at the moment with the advent of the Teaching Excellence Framework.

Research Questions

Main Question

- Do teaching staff who receive reward and/or recognition from their institution consequently increase the level of excellence in their teaching?

Subsidiary Questions

- How do current definitions of the theoretical concept of 'teaching excellence' fit with the actual experience of teaching staff and their students?
- What forms of 'reward and recognition' are administered and what are the criteria for selection of recipients?
- Is there a relationship between 'reward and recognition' and 'teaching excellence' and, if so, is this experienced evenly among recipients?

Research Procedure

I am taking a mixed methods approach and will be combining qualitative and quantitative analysis. Qualitative data will be collected via face-to-face interviews (either in person, or via telephone / Skype / video conference). Quantitative data will be collected via an online survey (which will include some qualitative data in the form of free text responses). Spreadsheets (or equivalent) of student responses to satisfaction surveys will contain a combination of qualitative and quantitative data.

- I will interview lecturers identified as excellent. Interviews will take place at three institutions: Anglia Ruskin, Bournemouth University, and the University of Brighton. Participants will be drawn from lists of those identified as excellent. I propose to interview a maximum of ten participants at each university.
- I will interview a sample of National Teaching Fellows. Participants will be drawn from the list of NTFS holders. A number of fellows have already expressed an interest in participating and I will use snowball sampling to increase my sample size up to a maximum of ten.
- I will develop a survey derived from the interviews to be distributed to university lecturers nationally via HEA and SEDA mailing lists.
- I will analyse anonymised Anglia Ruskin University student responses to the National Student Survey and the Made a Difference awards over three years.

I will use NVivo to analyse the qualitative data, and SPSS / MS Excel to analyse the quantitative data.

Is your research ONLY a desk-based or library-based study that requires no direct or indirect contact with human participants; and which also is likely to have no impact on the environment?

Desk-based (or secondary) research involves the summary, collation and/or synthesis of existing research. For further information, see

http://study.com/academy/lesson/primary-secondary-research-definition-differences-methods.html

No

Section 2: RESEARCH ETHICS CHECKLIST - please answer YES or NO to ALL of the questions below.

WILL YOUR RESEARCH STUDY?		YES	NO
1	Involve any external organisation for which separate research ethics clearance is required (e.g. NHS, Social Services, Ministry of Justice) *For NHS research involving just staff that requires NHS R&D Management Approval only and Social Care research please check with your FREP Chair whether this will be regarded as equivalent to Anglia Ruskin University's ethical approval.*		✓
2	Involve individuals aged 16 years of age and over who lack capacity to consent and will therefore fall under the Mental Capacity Act (2005)?		✓
3	Collect, use or store any human tissue/DNA including but not limited to serum, plasma, organs, saliva, urine, hairs and nails? Contact matt.bristow@anglia.ac.uk		✓
4	Involve medical research with humans, including clinical trials?		✓
5	Administer drugs, placebos or other substances (e.g. food substances, vitamins) to human participants?		✓
6	Cause (or could cause) pain, physical or psychological harm or negative consequences to human participants?		✓
7	Involve the researchers and/or participants in the potential disclosure of any information relating to illegal activities; or observation/handling/storage of material which may be illegal?		✓
8	With respect to human participants or stakeholders, involve any deliberate deception, covert data collection or data collection without informed consent?		✓
9	Involve interventions with children and young people under 16 years of age?		✓
10	Relate to military sites, personnel, equipment, or the defence industry?		✓
11	Risk damage or disturbance to culturally, spiritually or historically significant artefacts or places, or human remains?		✓
12	Involve genetic modification, or use of genetically modified organisms above that of routine class one activities? Contact FST-Biologicalsafety.GMO@anglia.ac.uk (All class one activities must be described in Section 4).		✓
13	Contain elements you (or members of your team) are not trained to conduct?		✓
14	Potentially reveal incidental findings related to human participant health status?		✓
15	Present a risk of compromising the anonymity or confidentiality of personal, sensitive or confidential information provided by human participants and/or organisations?		✓
16	Involve colleagues, students, employees, business contacts or other individuals whose response may be influenced by your power or relationship with them?	✓	
17	Require the co-operation of a gatekeeper for initial access to the human participants (e.g. pupils/students, self-help groups, nursing home residents, business, charity, museum, government department, international agency)?	✓	
18	Offer financial or other incentives to human participants?		✓

19	Take place outside of the country in which your campus is located, in full or in part?		✓
20	Cause a negative impact on the environment (over and above that of normal daily activity)?		✓
21	Involve direct and/or indirect contact with human participants?	✓	
22	Raise any other ethical concerns not covered in this checklist?		✓

Section 3: APPROVAL PROCESS

Prior to application:

1. Researcher / student / project tutor completes ethics training.
2. Lead researcher / student completes Stage 1 Research Ethics Application form in consultation with co-researchers / project tutor.

NO answered to all questions
(Risk category 1)

Research can proceed.
Send this completed form to your relevant FREP/DREP for their records.

(STAGE 1 APPROVAL)
NO answered to question 1-13
YES answered to any question 14-22 (Risk Category 2)

i) Complete Section 4 of this form.
ii) Produce Participant Information Sheet (PIS) and Participant Consent Form (PCF) if applicable.
iii) Submit this form and PIS/ PCF where applicable to your Faculty DREP (where available) or Faculty FREP.

Two members of the DREP/FREP will review the application and report to the panel, who will consider whether the ethical risks have been managed appropriately.

- Yes: DREP / FREP inform research team of approval and forward forms to FREP for recording.
- No: DREP / FREP provides feedback to researcher outlining revisions required.

The panel may recommend that the project is upgraded to Category 3 - please see below for procedure.

Yes answered to question 1 and / or 2
(Risk Category 3A)

Submit this completed form to your FREP to inform them of your intention to apply to an external review panel for your project.
For NHS (NRES) applications, the FREP Chair would normally act as sponsor / co-sponsor for your application.
The outcome notification from the external review panel should be forwarded to FREP for recording.

(STAGE 2 APPROVAL)
Yes answered to any question 3-13
(Risk Category 3B)

Complete this form and the Stage 2 Research Ethics Application form and submit to your FREP. FREP will review the application and approve the application when they are satisfied that all ethical issues have been dealt with appropriately.

Section 4: ETHICAL RISK (Risk category 2 projects only)

Management of Ethical Risk (Q14-22) *For each question 14-22 ticked 'yes', please outline how you will manage the ethical risk posed by your study.*
All interview participants, whether face-to-face or via the online survey, are adult professionals. Face-to-face participants will be asked to describe their experience of being recognised or rewarded for demonstrating excellence in teaching. In the unlikely event that this might cause discomfort, they will have the opportunity to stop the interview at that stage, or to withdraw from the project at any point, without penalty. I already have verbal permission to access relevant lecturers at Bournemouth University and the University of Brighton and will obtain written confirmation prior to any data collection. Survey respondents will be provided the same information as interview participants and will be required to indicate that they have read the information prior to completing the survey. As with interviewees, should they feel any discomfort, they will have the opportunity to stop completing the survey at any stage, and to withdraw from the project at any stage, without penalty. All data will be anonymised and analysis will not identify participants or their institutions. I have been employed at Anglia Ruskin University in a research capacity since September 1999. I have completed the research ethics training. In relation to Checklist Item 16, I have no power or influence over the prospective participants from Anglia Ruskin University in this study. I will be interviewing past recipients of the award of University Teaching Fellow and while this award is administered by my team, I have no involvement in the marketing, recruitment, selection, or decisions about who to award the fellowships to. As far as I know, awardees are unable to apply for a second fellowship and consequently I have no power to influence any further applications from them.

Section 5: Declaration

Student/Staff Declaration** ***By sending this form from My Anglia e-mail account I confirm that I will undertake this project as detailed above. I understand that I must abide by the terms of this approval and that I may not substantially amend the project without further approval.
****Supervisor Declaration** ***By sending this form from My Anglia e-mail account I confirm that I will undertake to supervise this project as detailed above.***

*Students to forward completed form to their Dissertation Supervisor/Supervisor.
** Dissertation Supervisor/Supervisor to forward the completed form to the relevant ethics committee.

Date: 9 October 2015
Version 5.7

Appendix E: Participant Information Sheet

PARTICIPANT INFORMATION SHEET

Section A: The Research Project

1. **Title of project**
   An Exploration of the Possible Relationship between Reward and Recognition and Teaching Excellence in Higher Education

2. **Brief summary of research**
   I am researching the possible relationship between Reward and Recognition and Teaching Excellence in Higher Education. I am interested in discovering your understanding of teaching excellence, how and why you have been rewarded for demonstrating teaching excellence, and what impact this has had on you as an individual, your department/team, your colleagues, your faculty/school, your institution, and your students.

3. **Purpose of the study**
   This research forms part of my PhD at Anglia Ruskin University

4. **Names of supervisors**
   Dr Geraldine Davis, Anglia Ruskin University, and Dr Debbie Holley, Bournemouth University.

5. **Why have I been asked to participate?**
   I have invited you to participate because you have been rewarded or recognised for demonstrating teaching excellence.

6. **How many people will be asked to participate?**
   I am conducting interviews at three universities and I hope to interview at least ten participants at each institution. I also intend to interview ten National Teaching Fellows, making a total of 40 people.

7. **What are the likely benefits of taking part?**
While there may be no direct benefit to you as a result of your participation, I aim to gain a wider understand of the function and impact of reward and recognition schemes, which may influence future sectoral initiatives.

8. **Can I refuse to take part?**
Your participation in this project in entirely voluntary. If you do not wish to participate in this research you may refuse without giving a reason.

9. **Has the study got ethical approval?**
This study has been granted ethical approval from an ethics committee at Anglia Ruskin University.

10. **Has the organisation where you are carrying out the research given permission?**
This / your university has given me permission to carry out this research. However, this does not mean that have to participate. Please tell me if you do not want to be part of this project and I will not contact you further.

11. **What will happen to the results of the study?**
The findings of this project will be written up for my PhD thesis, published in journals, and presented at conferences.

12. **Contact for further information**
Please contact Mark Warnes for further information:

E: mark.warnes@student.anglia.ac.uk

T: 0845 196 2672

Section B: Your Participation in the Research Project

1. **What will I be asked to do?**
I would like to interview you for approximately one hour, either at your place of work, or by Skype / telephone. I will be asking you questions about your experience as an excellent teacher and how you came to be recognised as such. I am also interested in how being recognised as an excellent teacher has impacted on you as an individual, your colleagues, your department/team, your faculty/school, and your students.

2. **Will my participation in the study be kept confidential?**
I will treat all data collected from you as confidential. By this I mean that I will not publicly disclose any information to your institution or any other third party under any circumstances (unless required by a court order). All data collected will be summarised and anonymised. You will be assigned a random ID number which will only be known to me. The only other people who will have access to my data will be my first and second supervisor, and they will only have access to the anonymised transcripts.

Should you agree to participate in this research, I will need to record some demographic details for comparison purposes (e.g. age, gender, number of years as a lecturer, and type of reward or recognition). These data will, however, be aggregated and/or used separately so that individual participants remain anonymous (e.g. I will not refer to a 35-year-old male lecturer with eight years' teaching experience who was awarded a Teaching Fellowship at a university in eastern England). Nevertheless, although the results will be written up in anonymised format, and I will make every attempt to ensure anonymity, I may not be able to guarantee complete anonymity. Due to the nature of the project, it is possible that you may be identified by your colleagues or peers.

I intend to use illustrative quotes from interview transcripts in my PhD thesis and any associated papers and presentations. I will remove any and all identifying information from any quotes to ensure anonymity both for you and your institution. I will provide you with a copy of the anonymised transcript of your interview for your approval.

I will be recording and transcribing the interview. The resulting files, both audio and text, will be stored on a password-protected computer. As stated above, I will provide you with a copy of the anonymised transcript of your interview for your approval.

3. **Will I be reimbursed travel expenses?**
If you are required to travel your expenses will be reimbursed by me from a small bursary administered by my university.

4. **Are there any possible disadvantages or risks to taking part?**
I do not anticipate any possible disadvantages or risks. However, should you experience boredom or fatigue, or should you become distressed, you may request a rest break, or ask for an early termination of the interview.

While, as noted above, there is a small chance that you might be identifiable from published material, the risk is minimal and I will take all possible steps to avoid it.

Your agreement to participate in this study does not affect your legal rights.

5. **Whether I can withdraw at any time, and how**
You can withdraw from the study at any time without giving a reason. If you decide to withdraw, please email me to let me know. Please also let me know whether or not you are prepared to allow me to use any anonymised data I have collected from you up to that point. Please note that I will not be able to remove any data from any published articles or from my submitted thesis.

You do not have to answer any questions that you do not wish to.

If you tell me any information that I would need to disclose to someone else (e.g. if I believe you are at risk, or if you reveal anything of an illegal nature, or if you reveal anything of an unprofessional nature) I will be obliged to bring this to the attention of the relevant bodies.

6. **What will happen to any information/data that are collected from you?**
All electronic data will be held securely on a password-protected computer. Data will be destroyed no more than five years after I have completed my PhD. Personal identifiable information (e.g. consent forms) will be kept separately from the data in a locked filing cabinet. You will be assigned a code number and identifying information will be separated from the data at the earliest opportunity.

7. **Contact details for complaints**
If you have any complaints about this study, you should raise them with my supervisor in the first instance: Dr Geraldine Davis (geraldine.davis@anglia.ac.uk)

Should you wish to take it further please address your complaint to Anglia Ruskin University at:

Postal address: Office of the Secretary and Clerk, Anglia Ruskin University, Bishop Hall Lane, Chelmsford, Essex, CM1 1SQ.

Email address: complaints@anglia.ac.uk

Version control

Your participant information sheet, consent form and other documents should have a version number and date. This is in order that should any changes be required by the ethics committee, it is clear which documentation has ethical approval.

PARTICIPANTS SHOULD BE GIVEN A COPY OF THIS TO KEEP,
TOGETHER WITH A COPY OF THE CONSENT FORM

Appendix F: Participant Consent Form

PARTICIPANT CONSENT FORM

NAME OF PARTICIPANT:

Title of the project:

An Exploration of the Possible Relationship between Reward and Recognition and Teaching Excellence in Higher Education

Main investigator and contact details:

Mark Warnes
E: mark.warnes@student.anglia.ac.uk
T: 0845 196 2672

1. I agree to take part in the above research. I have read the Participant Information Sheet [V1.0 Nov-15] for the study. I understand what my role will be in this research, and all my questions have been answered to my satisfaction.

2. I understand that I am free to withdraw from the research at any time, without giving a reason.

3. I am free to ask any questions at any time before and during the study.

4 I understand what will happen to the data collected from me for the research.

5. I have been provided with a copy of this form and the Participant Information Sheet.

6. I understand that quotes from me will be used in the dissemination of the research.

7. I understand that the interview will be recorded.

Data Protection: I agree to the University[7] processing personal data which I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me*

Name of participant (print)…….Signed……..….Date……

PARTICIPANTS MUST BE GIVEN A COPY OF THIS FORM TO KEEP

[7] 'The University' includes Anglia Ruskin University and its Associate Colleges.

I WISH TO WITHDRAW FROM THIS STUDY:

An Exploration of the Possible Relationship between Reward and Recognition and Teaching Excellence in Higher Education

If you wish to withdraw from the research, please speak to the researcher or email mark.warnes@student.anglia.ac.uk stating the title of the research.

You do not have to give a reason for why you would like to withdraw.

Please let the researcher know whether you are/are not happy for them to use any data from you collected to date in the write up and dissemination of the research.

Appendix G: Briefing Note - Towards a Model of Teaching Excellence

Towards a Model of Teaching Excellence

I am a PhD student researching the possible relationship between reward and recognition and teaching excellence. As part of the process of operationalising the concept of teaching excellence, I have created a model which I intend to compare against the lived experience of lecturers who have been identified as demonstrating teaching excellence.

I created this model from a meta-analysis of previous studies of teaching excellence. Using Thematic Analysis, I generated initial codes based on patterns in the data, which I have labelled the Characteristics of Teaching Excellence:

Characteristic	No. of references
Scholarship / Professionalism	55
Pedagogy	36
Influence / Motivation	20
Pastoral	20
Personal Qualities	17
Reflection	17
Organisation	16
Student-centred Teaching	15
Assessment & Feedback	10
Total	**206**

Table 1: Characteristics of Teaching Excellence

I then grouped these initial codes, or Characteristics, into overarching Themes, which I have defined and named as the Qualities of Teaching Excellence:

Quality	*n*	%	Characteristic	*n*	%
Professional	87	42.2	Reflection	17	8.3
			Scholarship / Professionalism	55	26.7
			Student-centred Teaching	15	7.3
Practical	62	30.1	Assessment and Feedback	10	4.9
			Organisation	16	7.8
			Pedagogy	36	17.5
Personal	57	27.7	Personal Qualities	17	8.3
			Pastoral	20	9.7
			Influence / Motivation	20	9.7

Table 2: Qualities of Teaching Excellence

This grouping was then reimagined as a graphic model:

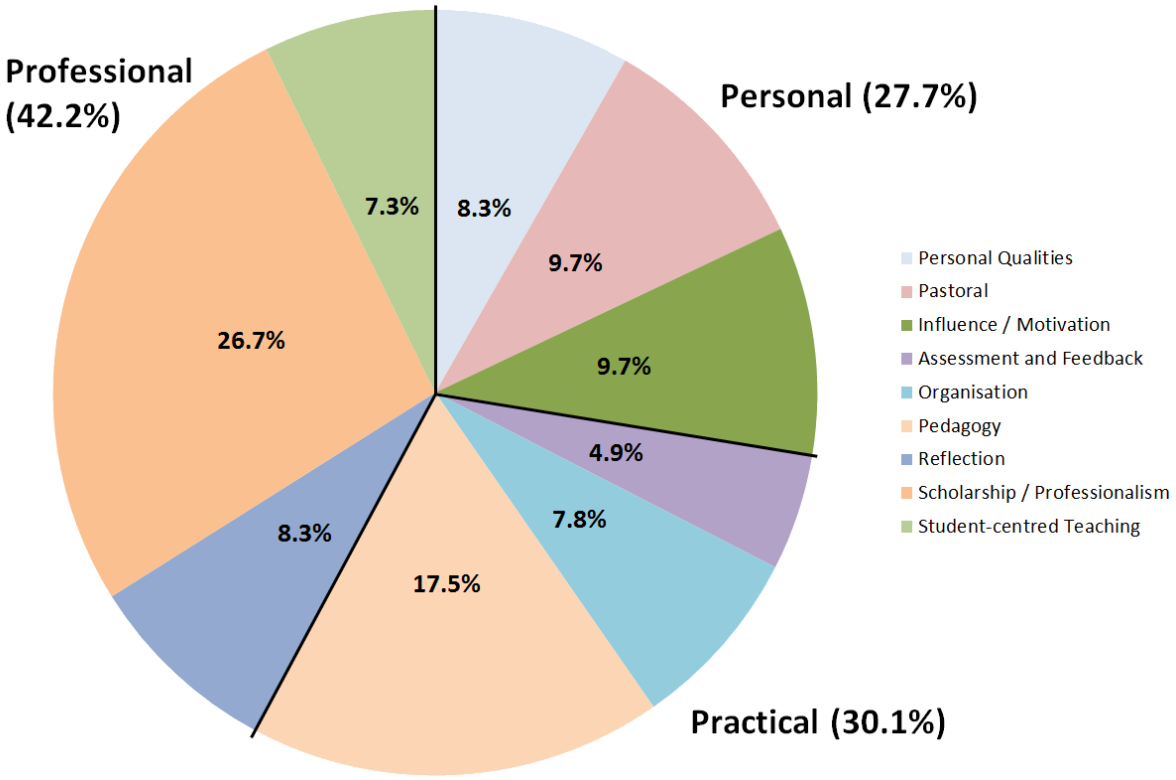


Figure 1: Qualities of Teaching Excellence

Thus, this meta-analysis identified three key qualities of teaching practice that excellent practitioners possess: Professional Qualities; Practical Qualities; and Personal Qualities, each of which is composed of three characteristics.

I would be grateful of you would give me your thoughts on the model and how this fits with your own conception of teaching excellence. Your responses will be used as data for my PhD, for which I have received ethics approval, and, unless you specify otherwise, will be anonymised.

Many thanks

Mark Warnes
Anglia Ruskin University

Please contact: mark.warnes@anglia.ac.uk

Supervisors: geraldine.davis@anglia.ac.uk and dholley@bournemouth.ac.uk

Appendix H: Gatekeeper Letter

Dear Mark

I confirm on behalf of my institution that you have been granted permission to conduct research for your PhD in the following ways:

- Interviews with members of staff who have been rewarded or recognised as delivering excellent teaching (i.e. institutional or sectoral Teaching Fellowship, or holder of Senior or Principle membership of the Higher Education Academy, or an equivalent award or scheme)
- Internal documents describing and/or supporting awards or processes designed to reward or recognise teaching excellence

I understand that neither the institution nor the members of staff involved will be identifiable in any published materials.

Yours sincerely

Name (Please Print):	
Signature:	
Role:	

Appendix I: Draft Interview Schedule

PhD Draft Interview Schedule

Please tell me what ‘teaching excellence’ means to you

Please tell me how closely my model of teaching excellence matches your experience

Please tell me what motivates you be an excellent teacher

Please tell me about the award you have received

Please tell me how you came to receive this award

Please tell me what impact this had on you

Please tell me if you have changed your behaviour as a consequence of receiving the award

Please tell me what impact this had on your departmental colleagues

Please tell me what impact this had on your managers

Please tell me what impact this had on your faculty

Please tell me what impact this had on your students

Is there anything else you would like to tell me about your perception of teaching excellence?

Appendix J: Ethics Approval

Anglia Ruskin University
Cambridge & Chelmsford

Cambridge Campus
East Road
Cambridge
CB1 1PT

T: 0845 271 3333
Int: +44 (0)1223 363271
www.anglia.ac.uk

25th May 2016

Mark Warnes

Dear Mark

Re: Application for Ethical Approval

Reference Number	**ESC-DREP-15-104**
Project Title	**An exploration of the possible relationship between reward and recognition and teaching excellence in higher education**
Principal Investigator	**Mark Warnes**

I am pleased to inform you that your ethics application has been approved by the Faculty Research Ethics Panel (FREP) under the terms of Anglia Ruskin University's Research Ethics Policy (Dated 23/6/14, Version 1).

Ethical approval is given for a period of 3 years from the 25th May 2016.

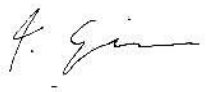
It is your responsibility to ensure that you comply with Anglia Ruskin University's Research Ethics Policy and the Code of Practice for Applying for Ethical Approval at Anglia Ruskin University, including the following.

- The procedure for submitting substantial amendments to the committee, should there be any changes to your research. You cannot implement these amendments until you have received approval from DREP for them.
- The procedure for reporting adverse events and incidents.
- The Data Protection Act (1998) and any other legislation relevant to your research. You must also ensure that you are aware of any emerging legislation relating to your research and make any changes to your study (which you will need to obtain ethical approval for) to comply with this.
- Obtaining any further ethical approval required from the organisation or country (if not carrying out research in the UK) where you will be carrying the research out. Please ensure that you send the DREP copies of this documentation if required, prior to starting your research.
- Any laws of the country where you are carrying the research and obtaining any other approvals or permissions that are required.
- Any professional codes of conduct relating to research or requirements from your funding body (please note that for externally funded research, a Project Risk Assessment must have been carried out prior to starting the research).
- Completing a Risk Assessment (Health and Safety) if required and updating this annually or if any aspects of your study change which affect this.
- Notifying the DREP Secretary when your study has ended.

Please also note that your research may be subject to random monitoring.

Should you have any queries, please do not hesitate to contact me. May I wish you the best of luck with your research.

Yours sincerely,



Professor Jeffrey Grierson (Chair)

For the Education & Social Care Department Research Ethics Panel (DREP)

T: 0845 196 5322

E: jeffrey.grierson@anglia.ac.uk

Copy to: Gerry Davis