

	UTO survey	CTO/DOS
1	Consult with Departments and Faculties to ensure relevance (103)	Consult with Departments and Faculties to ensure relevance (49)
2	Be staffed only by those with considerable experience of teaching in higher education (56)	Be staffed only by those with considerable experience of teaching in higher education (33)
3	Be self –financing (benefactor or research funded) (46)	Provide a focal point for issues of teaching and learning for both College and University teaching staff (19)
4	Provide a focal point for issues of teaching and learning for both College and University teaching staff (44)	Help with bids for external funding for teaching and learning projects (17)
5	Be centrally co-ordinated but located within departments (43)	Be centrally co-ordinated but located within departments (15)
6	Help with bids for external funding for teaching and learning projects (41)	Be self –financing (benefactor or research funded) (15)

As far as staffing of a unit is concerned, there was a strong desire that staff have teaching experience in Higher Education, and a moderate desire that they be educationalists. Only a small proportion of respondents want such staff to have an Oxbridge background. Such staff would need to be differently qualified from the current provision within CARET and Staff Development personnel.

Respondents identified five characteristics that support provision should avoid:

- becoming another administrative burden justifying its own existence;
- imposing standardised learning on individuals;
- giving only generic or doctrinaire advice. There is a need to have a broad grasp of the subject specific nature of a discipline and the aims of the Faculty/Department;
- being wasteful of scarce resources and drawing resources away from front line teaching; such resources should be given to the Faculties and Departments to teach subject specific skills;
- ignoring the fact that the intense personal supervision system is the strength of Cambridge.

CHAPTER 6: POSSIBLE RESPONSES

6.1 Introduction

The Familiarisation Phase and Formal Phase of the scoping project revealed a wealth of opinion and information concerning the support needs of teachers, both in Colleges and in University Faculties and Departments. This information has been discussed in detail in Chapters 4 and 5, and is summarised below.

6.1.1 Familiarisation Phase conclusions

The Familiarisation Phase (described in detail in **Chapter 4**) produced the following conclusions with respect to the expressed pedagogic needs of respondents:

- (i) A *site of pedagogic expertise* which would assist with the provision of discipline-specific pedagogic expertise would be welcome. Specific guidance and/or expertise on assessment, setting an examination, putting a course together, training for Language Teaching Officers in second language acquisition, help with methods of identifying plagiarism were all noted as areas where provision was needed.
- (ii) More *support websites* which included information, e.g. on how to write essays and dissertations, would enable supervision time to be used more constructively. An understanding of the development of learner autonomy would also be helpful.
- (iii) An *information point* would be useful, where educational issues such as school curriculum changes could be accessed sufficiently in advance in order to restructure courses, would be useful. A list of suitable national and international resources could be signposted.
- (iv) A site, either real or virtual, where academics could *share existing Good Practice* and coping strategies would be useful. Local examples could be usefully adapted for use within other University institutions.
- (v) *Administrative and technical support* which was focused on the needs of Teaching Officers would free up time for better quality teaching.

6.1.2 Formal Phase Conclusions

6.1.2.1 Priorities for support needs

The Formal Phase of the project, which included online surveys and Discussion Groups (described in detail in **Chapter 5**) revealed various preoccupations on the part of Teaching Officers. The following priorities in terms of support needs were identified:

Support for :

- (i) improved pedagogy to help students across the school-university transition;
- (ii) the development of E-learning;
- (iii) discipline-specific pedagogy;
- (iv) time for development of projects and personal development;
- (v) observation and feedback on teaching;
- (vi) funding for teaching projects.

6.1.2.2 Could a Pedagogic Unit help meet support needs?

When asked whether there was a need for the setting up of a 'Pedagogic and Innovation Support Unit in the University, 50% of respondents felt that there was some need or a clear need for such a unit; 37% saw no or little need.

Respondents were asked whether and how a Pedagogic Unit could help them meet their support needs and suggested that a Unit might help in the following ways:

In terms of the school-university transition (i), it was suggested that a centrally co-ordinated facility could help with provision of information, serving as a first point of reference for Teaching Officers wishing to identify existing resources both within and outside Cambridge University.

A Unit could help in providing support for E-learning (ii) in terms of strategy, design, training, implementation, equipment and general support. It could also help with the provision of an IT support framework. It should be noted that respondents wished to maintain autonomy over their teaching activities and projects and to be able to choose the degree of collaboration with central providers such as CARET.

Such a centre could serve many other functions also. It could help with nurturance, design and implementation of innovative teaching using ideas generated by lecturers; help locate appropriate human or material resources; improve the quality of teaching through the sharing of good practice; help develop efficient teaching; provide feedback on teaching performance; organise peer review; update pedagogic knowledge; and provide relevant pedagogic advice in easily digestible form.

For discipline-specific pedagogy (iii), a Unit could provide a forum for co-ordination. This could involve dealing with change across the university, which cannot be achieved within a single Faculty, or opening up relationships between Faculties.

A Unit could help with funding (vi) by providing assistance with bids to gain funding for educational development.

In summary, respondents saw such a facility as encouraging both a culture of teaching and a perception of teaching as a serious academic endeavour in its own right that deserved to be more directly linked to reward mechanisms..

6.1.2.3 Criteria proposed for purpose, structure, and financing of a Pedagogic Support Unit

Respondents were given a list of possible characteristics of a pedagogic support unit for the University and asked to put them into an order of priority. The following priorities emerged across the two surveys:

The unit or facility should:

- consult with Departments and Faculties to ensure relevance (152);
- be staffed only by those with considerable experience of teaching in higher education (89);
- provide a focal point for issues of teaching and learning for both College and University teaching staff (63);
- be self-financing (benefactor or research funded) (61);
- be centrally co-ordinated but located within departments (58);
- help with bids for external funding for teaching and learning projects (58).

Respondents identified five characteristics that support provision should avoid:

- becoming another administrative burden justifying its own existence;
- imposing standardised learning on individuals;
- giving only generic or doctrinaire advice. There is a need to have a broad grasp of the subject specific nature of a discipline and the aims of the Faculty/Department;
- being wasteful of scarce resources and drawing resources away from front line teaching; such resources should be given to the Faculties and Departments to teach subject specific skills;
- ignoring the fact that the intense personal supervision system is the strength of Cambridge.

6.1.3 Next steps

Building on this basis of information the next task is to explore a culturally-sensitive set of solutions which might meet the declared needs of Teaching Officers. Appendix 9 provides a discussion of possible cultures within the University and attempts to relate pedagogic support needs to the prevailing cultures, paving the way for finding context-sensitive help for those needs. Bearing in mind the particular culture of the University of Cambridge, the study turns now to possible responses to pedagogic support needs.

A wide array of responses is possible and five different models are proposed. For simplicity they are presented separately. However, the five models are not necessarily exclusive: it is always possible that components of several models could be combined to produce a more robust solution.

6.2 Definition and remit of pedagogic support

6.2.1 Purpose

The purpose of pedagogic support is to enhance support provision for the teaching role. It is obvious that the teaching role is intimately linked to the facilitation of student learning. Ideally, one would begin with student learning – what the student needs to learn - and match teaching provision to this. From there the kind of support that would be needed to enhance that teaching provision could be explored. However, Cambridge traditions of lectures, seminars and supervisions are well established and these will be taken as a starting-off point.

6.2.2 Overall objectives of a pedagogic support facility

- To provide a structure or structures within which a high quality, wide-ranging and more accessible form of pedagogic support can be delivered
- To have clear accountability mechanisms for use of funding, quality of provision and process evaluation

6.2.3 Characteristics

Any response to the expressed pedagogic support needs of academics should take into account the following factors:

- the distinctive mission of Cambridge university as a world ranking, research intensive, collegiate institution in terms of educational provision; and its international standing in terms of research output;
- the need for consonance with that mission and associated values in order to secure ownership and commitment from the teaching academics;
- the perceived needs of teaching academics to carry out their educational role to their optimum potential within a research intensive environment;
- the need to deal with change fatigue induced by government initiatives;
- the need to deal with growing bureaucratic culture;
- optimisation of access to funding possibilities;
- use of existing resources with discernment;
- alignment of level of priority given to professional development in teaching for the University, with School and department levels;
- conception of the discipline which is promoted; productivity or stewardship of the discipline;
- the specific notion of 'professional' development for the academic. The nature of academic life as one focused more on reflection than practical outcomes;
- the need to balance the need for collaboration and rationalisation with that of a culture of devolvement;
- clear criteria for evaluation of process and outcome;
- capacity to navigate within at least the three cultures in an optimum and flexible fashion (see Appendix 9).

6.2.4 The models

Five models of pedagogic support structures are presented and discussed below under four headings:

- Characteristics
- Action required and costs
- Anticipated benefits for teaching officers, the University and current providers
- Shortcomings for teaching officers, the University current and providers

Where appropriate, figures or quotations from the research will be given.

6.3 MODEL A: The communications – information flow model

What?	Who?	How much?	Where located?	Benefits	Shortcomings
<p>Communication of existing resources through</p> <ul style="list-style-type: none"> a centralised website, an annual/termly catalogue of resources and events (either in hard copy or web-based with postcard alerts) (Each individual service provider would design a page with a clear list of services; their cost (if applicable); their level i.e. induction, intermediate or advanced; whom to contact; recommendations; any objective feedback) co-ordination meetings with support providers - either individually or together organisation of Annual Teaching Day – exhibition of projects, display of resources, outside expert speakers dissemination of internal good practice around themes – possibly half day / long lunch events 	Administrator	£50,000 for one salary. Administration and computing support Teaching Day and other events Catalogues	Centrally in Education PVC	<p><u>Teaching Officers</u></p> <p>A focal point of contact. Awareness of existing resources both within and outside Cambridge and Sharing of good Practice, possibly leading to new heights of creativity, Share coping strategies Could foster a mild degree of interdisciplinarity</p> <p><u>For Cambridge University Economy</u></p> <p>Seen to be providing a focal point Enable gaps and overlaps in provision to be identified</p> <p><u>For current providers</u> Validation Extension of supply Synergy, possibly</p>	<p><u>Teaching Officers</u></p> <p>Little advancement – only current quantity and quality of provision No access to pedagogic expertise No access to funding specialist No evaluation of pedagogic research done in Cambridge No interpretation /application pedagogic research done in Cambridge or elsewhere <u>For Cambridge University</u> No income generation Depending on Officer and location, impression may be that of an administrator rather than an educationalist Ignores many of results of Pedagogic Support Project Research For current providers Time for meetings – need not be onerous</p>

6.3.1 Characteristics

Model A is based on the premise that the fundamental problem lies in a lack of information about existing support providers. The underlying assumption is that the quantity and quality of existing pedagogic support is adequate and appropriate. If these resources are underused by academics, then this is due to lack of awareness of their existence.

In Model A communication would occur on two levels and in two directions: (i) between members of the group of support providers (intra-group) and (ii) from support providers individually to the University as a whole, and as a united providers' group through a Communications Officer. Such a model would involve the organisation of a communication network between the four main current suppliers i.e. CARET, Academic Staff Development, Education Section and Language Centre. Membership criteria for the support providers' group would be restricted to those who currently enable teaching officers to carry out their educational role and are currently doing so for more than one School. While recognizing that many others do contribute to the pedagogic support role in a more indirect and interdependent way, this restriction is important because a clear focus is essential.

This communication network would enable the elaboration of a working structure where the existence of gaps and overlaps of supply would emerge. Functional gaps in responsibility for pedagogic support provision could be identified and remedial action taken. The Communications Officer could meet with representatives from Teaching Committees and other strategic personnel such as Quality Contacts to promote the activities of current providers. This officer could work on a part-time basis with responsibility for organising meetings, taking minutes, organising administrative support for follow up work and organizing a brochure and Teaching Day, thus co-ordinating the communication of existing resources.

6.3.2 Action required and associated costs

A Communications Officer would need to be appointed, with attendant costs and time investment.

The principal tasks of the Communications Officer would be to organise the following:

- The compilation of a brochure or catalogue outlining provider activities in hard copy and /or on-line. The first year hard copy would be needed in order to alert teaching officers to the existence of services. 2,000 copies would be printed and distributed to every teaching officer. For future years an on-line version could exist. The latter would enable it to be updated frequently and thus be more flexible. A postcard sent out each year alerting academics to the site, as in the manner of training activities carried out by the Computing Service, would be needed to alert staff to the web brochure. Although these activities would be time-consuming the first time round, a template for action would exist which would later only need modifications.

- Establishment of a website. Rather than using resources on proliferation of similar websites the Learning and Teaching Support site could be expanded.
- Production of a termly newsletter. This could be an expanded version of the LTS NEWS. It could be web-based from the first year. The brochure would alert teaching officers to its existence.
- Organization of a Teaching Day/Half day. This could consist of an exhibition of projects and sharing of good practice as well as including two external speakers

The costs of this model would include the following:

Salary of Communications Officer	£35,000
Annual catalogue	£6,000 [2,000 copies @£3 each for hard copies. If postcards only used, much less]
Teaching Day	£3,000
Speakers' fees and expenses	£500 [£200 x 2; transport £50 x 2]
Refreshments	£900 [Coffee for 200 = £400; Lunch for 100 = £500]
Publicity	£100 [web and postcards/fliers]
Rent of rooms for exhibition of projects and rooms for breakout events	
Secretarial support	£10,000
Total (approximate annual costs)	£55,500

6.3.3 Benefits

7.3.3.1 For the teaching academics

The awareness raising of the existence of University resources, as well as national and international ones, might help some initial or elementary engagement. There would also be the possibility to share ideas and get peer feedback on teaching projects. A Teaching Day would provide networking possibilities and annual exposure to two national experts.

6.3.3.2 For Cambridge University

This option is the cheapest one and therefore could be seen as a good use of resources. By raising awareness for teaching academics of the existence of resources, the University would be seen to be addressing its core value of the centrality of the educational role and providing some support for it.

6.3.3.3 For the providers

There would be a validation of their current provision and a clarification of their boundaries. A possible synergy at the current level of expertise is a possibility. A common mapping of existing resources with possible extensions could be co-ordinated. This communication could avoid reinventing resources while recognizing that teaching officer needs change across time and vary across Faculties and Departments. There could be an exchange and a sharing of Good Practice amongst providers, e.g. feedback on the processes of provision, process evaluation, and needs analysis.

Though this intra-provider information-sharing, each provider would be aware that a certain assured level of publicity was going out to teaching officers, though this would not preclude group-specific efforts at publicity. Common branding amongst providers could also be facilitated.

6.3.4 Shortcomings/Weaknesses

6.3.4.1 For the teaching academics

Whereas there might be some increase in uptake of resources, academics would still only have access to the current competence of providers and to national and international websites of cognate institutions. The research data showed that only about 9% of respondents used Cambridge resources and 12% accessed national and international websites. If ignorance of service provision was the reason, then Model A would increase engagement. However, openness to future engagement with Cambridge resources would suggest that knowledge of the resources was only part of the problem: around 25% of those not currently using existing resources do not see how such resources could help their teaching.

6.3.4.2 For Cambridge University

If the Communications Officer had little or no pedagogic grounding, he/she would lack authority and hence credibility, or be unable to present an authoritative and expert image. Lacking leadership, this person would have more of a public relations role. This lack of authority would preclude effectiveness in four ways: engagement of the Teaching Officers; the protection of the Cambridge brand since any academic review process of pedagogic innovation would be lacking; an inability to evaluate the educational merit of projects; and the prevention of producing focus on a particular project.

As the four current provider groups undergo different kinds of accountability and quality assurance procedures, there would be no articulated quality of provision or clear articulation of a service-related focus. Model A would not be capable of interrogating the assumption of a service-related focus and would not be capable of changing direction from being project-focused or self-sustaining to service-focused. This has consequences for the quality of services provided and the priorities chosen when resources are limited.

Depending on the location of a Communications Officer, an impression of even more administration could exist.

6.3.4.3 For the providers

Whereas current providers would have to spend time on meetings, if only once a term, this is not onerous and should open channels of communication leading to greater effectiveness in provision. However, without proper leadership and a clear service focus, there is no guarantee that such meetings would be more than a 'talking shop' rather than Action Planning events. Although a Communications Officer could chair meetings, he/she would not have the authority to insist on action being taken or guarantee focus.

Whereas greater synergy between providers is possible under this model, one needs to be realistic when each party may be in competition for funding.

6.4 Model B: an enhanced version of Model A

What?	Who?	How much?	Where located?	Benefits	Shortcomings
<p>Communication of existing resources through:</p> <ul style="list-style-type: none"> a centralised website an annual termly catalogue of resources and events either in hard copy or web-based with postcard alerts <p>(Each individual service provider would design a page with a clear list of services, their cost (if applicable), their level i.e. induction, intermediate or advanced; whom to contact, recommendations, any objective feedback)</p> <ul style="list-style-type: none"> co-ordinating meetings with support providers - either individually or together. Annual Teaching Day – exhibition of projects, display of resources, outside expert speakers, internal good practice around themes – possibly half day / long lunch events 	<p>Pedagogic Support Officer – A qualified educationalist</p> <p>Capable of evaluating (with a Steering Committee) the pedagogic value of projects</p> <p>Capable of assessing the need of a teaching officer for a development opportunity and of deciding whether internal provision was lacking. Consequently capable of choosing appropriate buy-in consultancy.</p>	<p>£71,000 for salaries, administration and computing support; Teaching Day and other events; Catalogues</p> <p>£100, 000 for a small number of small innovation projects</p> <p>Budget for consultancy – £50,000</p> <p>Total : Annually £220,000</p>	<p>Centrally in Education PVC</p>	<p>Teaching Officers</p> <p>A focal point of contact. Awareness of existing resources both within and outside Cambridge</p> <p>Sharing of good practice, possibly leading to new levels of creativity</p> <p>Sharing of coping strategies</p> <p>Could foster a mild degree of interdisciplinarity</p> <p>Access to the oversight of an educationalist</p> <p>Access to national level expertise</p> <p>Access to small and short-term project funding</p> <p>For Cambridge University</p> <p>Good spread of finances across multiple sources of supply</p> <p>Seen to be providing a focal point</p> <p>Enable gaps and overlaps in provision to be identified</p> <p>Seen to be more responsive to needs expressed in Pedagogic Research project</p>	<p>Teaching Officers</p> <p>Evaluation, interpretation and application of pedagogic research</p> <p>Pedagogic research might remove excuses and create a new level of responsibility</p> <p>For Cambridge University</p> <p>Small expenditure would need to be justified</p> <p>For current providers</p> <p>Time for meetings – but need not be onerous</p> <p>Could be seen as a threat to current provision –but could also stimulate improvement</p>

<p>Cambridge Innovation Fund administration Buy in consultancy budget management</p>				<p><u>For current providers</u> Validation Extension of supply Synergy, possibly Shared access to external expertise</p>	
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6.4.1 Characteristics

Model B has most of the characteristics of Model A with some modifications and extensions as outlined in bold in the table. This model seeks to go beyond the status quo of quantity and quality of existing resources. It would still begin with communication. However, the principal differences from Model A would be that it would be educator-fronted, have at its disposal funding for innovation and buy-in expertise, and have a dimension which would always ensure that focus is primarily on the needs of Teaching Officers.

The first extra dimension is at the level of communication itself. This model would always seek to understand and represent the views of the Teaching Officers. It would proactively seek out their evolving support needs. By being the focal point and first port of call for pedagogic support, it would decide if the needs could be supplied effectively from internal sources or if recourse to outside sources of expertise was necessary.

The second different dimension is that it would be fronted by an educationalist and, therefore, have professional authority. The full-time Pedagogic Support Officer (PSO) would use this professional authority and expertise to take initiative, to make decisions concerning the scope, utility and educational merit of teaching projects, and to interpret, lead or support pedagogic research. The other main role would be to administer a buy-in consultancy budget. This role would include being able to insist that all publicized in-house courses and consultations were clearly labelled as Induction, Intermediate or Advanced to avoid misinterpretation by Teaching Officers. The PSO would be capable of deciding when buy-in consultant specialists were necessary. Managing the funding of small projects and organising bidding for larger external funding would be constituents of this role. The PSO would invite appropriate speakers to a Teaching Day.

The third main difference is the reporting and accountability structure. Instead of having a Communications Officer who might simply do the bidding of the current providers, this person would always be outside of and independent of these providers in terms of reporting structure. This officer would report to a specially constructed Management Committee chaired by the Pro-Vice-Chancellor for Education and having formal links with the Faculty of Education. The Management Committee would be composed of about eight persons and would include at least two educationalists. These latter members would help to allocate innovation funding. The need to be even-handed and outside of funding competition with the current group of providers is vital to a professional image. Being outside such groups, and using their expertise, would enable them to arbitrate between supply and demand, with in-house supply being only one source where the legitimating qualifications of the facilitators would need to be made clear. This officer would have a consulting relationship with the current providers.

6.4.2. Action required and associated costs

Salary of Pedagogic Support Officer	£45,000
Teaching Day and newsletters	£6,000
Consultancy fee budget	£50,000
Innovation budget	£100,000
	[20% of this money to be used for bidding for external funding]
Secretarial support	£20,000
	[possibly shared with another officer]
Total (approximate annual costs)	£221,000

One of the tasks of the PSO would be to organise fund-raising and external bidding initiatives with the aim of recouping the running costs, approximately £220,000, each year from Year 2 onwards.

6.4.3 Benefits

6.4.3.1 For the teaching academics

A focal point would exist where an officer with educational expertise could provide reliable direction to sources of help. By being outside of current providers, academics could be assured of current and appropriate information across a spectrum of needs. Teaching officers could advance their reflection and, consequently, teaching skills by having access to local and national expertise. By maintaining congruence with academic values greater engagement and uptake would probably occur. The nurturing of projects by an expert and the objective educational judgement would help develop creative and original ideas and the funding back-up would be appreciated. Income generation for Faculties and Departments would also prove value where bidding support for external funding was available. The PSO could create research-informed web resources and packs for both new and experienced lecturers.

6.4.3.2 For Cambridge University

Investing in a creative workforce would maintain and increase commitment to the educational role and ultimately help the student body. Having a focal point would enable better communication of internal and external resources to Teaching Officers. This focal point would also enable Teaching Officers to have a space where their support needs could be expressed. Thus, the University would be seen to be responsive to needs by enabling access to appropriate resources. By careful monitoring of uptake of internal provision, the University could better match demand with supply, thus rationalising provision according to current needs and ensuring greater benefit of investment in resources.

Educational expertise would provide the reassurance that some protection of the brand name exists where claims to 'groundbreaking' research would be interrogated. Adherence to University research standards would need to be insisted upon.

The PSO could provide an informed contribution to both University of Cambridge and national policies. In the case of the University, he/she could advise the General Board on such issues as quality assurance of Pedagogic Support and liaise with the Personnel Division on issues of workload management. Using external consultancy would provide access to a wide spectrum of expertise.

6.4.3.3 For current providers

By insisting that the level of courses/consultations is clearly described, false expectations would be avoided and possibly lead to greater uptake. The missing gaps could be filled with a greater awareness of demand/needs and enjoy the attendant satisfaction of fulfilling needs.

6.4.4 Shortcomings

6.4.4.1 For teaching academics

By having resources to develop teaching, one excuse not to develop is removed and those who do not engage heavily in teaching might put pressure on those who invest considerably, thus creating disharmony in a department. By being objective about the educational merits of projects, endorsement might not be forthcoming and therefore the lack of validation could be disappointing. Academics could feel deskilled when discussing teaching issues with an educationalist.

6.4.4.2 For Cambridge University

By being aware of needs, the University would be obliged to take action. The integration of pedagogic advice into policy documents might involve central processes being more flexible and open, thus calling some traditions into question.

6.4.4.3 For current providers

The use of external consultants and the PSO's having the authority to insist that all consultations/courses are described at the appropriate level could cause resentment amongst internal providers. On the other hand, competition with outside providers could be an inspiration for internal providers and act as a spur to higher performance levels.

Having an educationalist available (and particularly if the PSO were located in the Faculty of Education) could cause a feeling amongst other providers that their provision was inferior. Current providers belong to work-based groups which are not considered as professions in the strict or traditional sense of the word and could feel vulnerable. An effort to focus on the needs of Teaching Officers might call into question some of the current foci of the investment of resources.

6.5 Model C: the Expertise/Enhancement model (building on Models A and B to an extent)

What?	Who?	How much?	Where located?	Benefits	Shortcomings
Provide consultancy to Schools and Departments on discipline specific learning and teaching issues. (Intermediate or Advanced level) Facilitate e-learning through providing the pedagogic underpinning for such learning. Liaise with technical support (possibly CARET) Nurture, evaluate and mount funding applications for teaching and learning Assist with curriculum development (the above done through Consultations, workshops and brainstorming sessions) Run an optional and Modular Certificate for Teaching in Higher Education – workshop and web –based according to demand	2 Educational Developers, one for Sciences and one for Arts/ Humanities/Social Sciences Each would have i) Subject specialism as above ii) understanding of educational principles iii) HIE teaching experience 2 Instructional Designers to assist with e- learning development Each would have (i) pedagogic experience and expertise (ii) technical expertise (iii) creativity (possible overlap of above roles depending on interests and expertise of staff)	£180,000-for four salaries, office computing, etc. Secretarial support £60,000 Resources £5,000 (one off) (books, video camera) £100,000 Innovation Fund £40,000 for Teaching Prize Overall, £380,000 minimum annually	i) Centrally and separate OR ii) Education Faculty OR iii) a separate unit in the School of Social Sciences	For teaching officers Access to a dedicated, service-oriented, in-house and knowledgeable team Assistance with the development of a variety of teaching approaches Access to the financial resources necessary to develop creativity and variety in teaching Validation of the educational role For Cambridge University Harness motivation to develop teaching competence and develop a variety of teaching approaches Seen to support professional development needs Better learning outcomes for students Income generation to break even with	For teaching officers Could cause resentment if investment in developing teaching is not rewarded Polarisation between those who invest much in developing teaching abilities and those who are less inclined to do so. Excuses are removed For Cambridge University Need to justify expenditure But if outlay was recuperated indirectly by teaching officer project support , this would be less of a problem Would need to be seen to be coherent and so reward

<p>Resources Centre with hard copy and virtual resources</p> <p>Develop links with subject bodies or at least provide information on changing secondary curriculum</p> <p>Support teaching projects</p>				<p>financial outlay</p> <p>For current providers Academic Staff Development: Opportunity to move teaching officers on from basic skills level</p> <p>Education Section: workload reduced by having help with drawing up Quality statements, programme specifications</p> <p>CARET: could use collaboration with pedagogic expertise By having teaching officers with their own funding for e-learning projects,</p>	<p>investment and expertise in teaching</p> <p>For current providers Academic Staff Development : All might feel threatened particularly the idea of designating their level of provision as basic.</p> <p>Education Section: Could be threatening to Learning and Teaching support (but also a source of enrichment and collaboration)</p> <p>CARET: could feel its boundaries have been invaded. On the other hand, it could lead to a concentration on its strengths of tool development</p>
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6.5.1 Characteristics

Model C overlies the previous models of Communication (Model A) and Pedagogic Support (Model B) to some extent. However, instead of having one Pedagogic Support Officer or a Communications Officer who would rely on both in house and bought-in consultancy, Model C has four in-house staff: two dedicated and qualified Educational Developers (ED) and two Instructional Designers (ID), one of each pair for the Sciences and one for the Social Sciences/Humanities. This team would enhance the three main areas of a) innovation, including bidding for external funding; b) reflection; and c) discipline specific learning and teaching at various levels including school-university Transition.

For innovation, this would involve advice in terms of design, delivery and assessment. It would also involve the identification of funding possibilities and mounting bids, and assisting teaching officers with the carrying out of educational feasibility studies. In the case of developing e-learning, the instructional designers would have an equal understanding of pedagogy and technical applications. This dual understanding would help academics to overcome misplaced attitudes and overcome psychological barriers. Although much innovation is centred around e-learning not all of it is. Examples of other innovation might involve devising new teaching strategies and approaches for the new generation of Curriculum 2000 students.

Capable of facilitating reflection, the staff categories proposed have the advantages of enhancing credibility and authority by helping academics incorporate pedagogic research done elsewhere. Whereas the EDs might not be active researchers, they would be capable of using the evidence base of research carried out in other cognate institutions or indeed in Higher Education more generally. Information on current resources available within Cambridge, nationally and internationally, would be evaluated through an educational expertise prism with an emphasis on practical application to the specificity of the Cambridge learning environment.

EDs and IDs would enhance the provision of current providers by adding to the quantity. Whereas due consideration must be given to those who currently provide invaluable and high quality skills training, Model C category of staff would aim to engage academics at an intermediate level of reflection on teaching, access to alternative approaches and discipline specific pedagogy.

6.5.2 Action required and associated costs

Salaries for 4 officers	£180,000
Half-time administrator/secretarial support, office expenses	£60,000
Innovation Fund	£100,000
Teaching Prize	£40,000
Resources Centre (books, video camera)	£5,000
Start-up costs only	incl. £800 = 40 books @ £20 each
Total (approximate annual costs)	£380,000

6.5.3 Anticipated Benefits

6.5.3.1 Teaching officers

Because Cambridge academics may be reluctant to use materials from elsewhere, the creation of quality in-house resources could increase usage and engagement.

Most academics wish to enhance the learning experience but need accessible ideas, support, evaluation and nurturing for innovative/creative ideas. Expertise to help them see the pedagogic grounding behind innovation, to understand general and Cambridge-specific barriers to innovation (e.g. quality learning as involving high human contact) would be useful.

A prerequisite for innovation may be having access to funding. A bidding support structure and an innovation fund would help.

In general, expertise which is consonant with academic values, which embodies effective development of critical thinking skills, which would help evaluate student feedback, and peer and government pressure to innovate, would enhance the status quo.

6.5.3.2 Cambridge University

Maximizing the creative assets and commitment of the primary teaching resource through expert nurturing and support would lead to greater fulfilment for the workforce but also enhance the experience of the student body.

The Model C structure would increase confidence in its activities by being seen to support academics by having its own Innovation Fund and providing support for bidding for external funding, to have responded to research results, to save money and resources by avoiding a reinvention of the wheel, and to provide resources in keeping with demands for excellent teaching in terms of content and process.

Overall, Model C provides a more coherent educational culture, where investment in teaching as one of the University's core functions, congruent with Cambridge academic and educational values, would benefit both Teaching Officers and the student body.

6.5.3.3 To current providers

A possible revisiting of their role and remit and a consequent interrogation of their level of expertise could be enlightening for current providers. Knowledge that a reinforced and dedicated suite of expertise existed would lighten their load. Specifically for the Education Section, knowing that any curriculum development or innovation could have already had input from staff with academic and pedagogic expertise would mean less need to sift or question proposals at Committee stage since the groundwork would already have been done.

6.5.4 Shortcomings

6.5.4.1 *For teaching academics*

There is the possibility that resentment could result if encouragement to develop teaching exists but the consequent investment is not rewarded. A dissonance between investment and lack of reward would be highlighted. Unless there was a narrowing of the gap between professional and career development there might be an actual avoidance of professional development as it would lead to loss of credibility among peers. Despite resources being available there is still a need to invest some academic time. The belief system that values the supervision system and refuses to consider the possibilities that innovation can offer could create internal tensions within departments if some academics are keen to innovate and others not. The existence of resources might create peer pressure between those who decide to develop and those who do not.

6.5.4.2 *For Cambridge University*

There would be a need to acquire funding and justify expenditure. Model C would probably need to bring in £250,000 per annum in funds for Teaching and Learning projects. The use of resources for innovation could cause resentment if the possibility to develop teaching exists but that investment is not rewarded. Therefore, the need to be consistent and reward teaching excellence in promotion is essential in order to increase motivation above present levels.

There might be a highlighting of the fact that the Pilkington Prize is rotational and norm-based rather than criterion-referenced; that it amounts to only £600, is sponsored by Pilkington and the award ceremony is hosted by CUP. The lack of University input and the fact that it is not coveted might lead to a demand for a more substantial amount of money perhaps in the order of £10,000, and that the prize is criterion-referenced.

6.5.4.3 *For current providers*

Some providers might resent the existence of expertise which might call their level of skills into question. On the other hand, this would provide an opportunity to re-evaluate their provision and their remit. Innovation Funding might be seen by CARET as competition if their services were not used. Academic Staff Development might be seen not to be innovative:

6.6 Model D: a research-based model

What?	Who?	How much?	Where located?	Benefits	Shortcomings
Participatory research i.e. teaching officers participate in decisions about what needs to be researched	2 national level educational researchers	£120,000-for two salaries Office computing etc Secretarial and research support - £30,000	i) Centrally and separate OR ii) Education Faculty OR iii) a separate unit in the School of Social Sciences	For teaching officers Access to and support from knowledgeable team of educational researchers Assistance with the development of a variety of teaching approaches and Development of own ideas through research support Development of creativity Validation of the educational role as worthy of research Knowing that they can feed up policy concerns to government	For teaching officers Could cause resentment if investment in developing pedagogic research is not rewarded Polarisation between those who invest much in developing teaching abilities and those who are less inclined to do so. Excuses are removed.
Support and consultancy for ongoing pedagogic projects – either individual or departmental Policy research e.g. gender, transferable skills, employability, research teaching nexus		This layer: £ 150,000 Some projects i.e. policy ones could get research council grants		For Cambridge University Need to justify expenditure But if outlay was recuperated indirectly by teaching officer project support and some research council funding, this would be less of a problem Would need to be seen to be coherent and so reward investment and expertise in teaching If pedagogic research proves that some innovation is more effective, assessment structures would need to accommodate to this Researchers could acquire their own agenda and become useless	

				<p>'norm'</p> <p>Seen to support pedagogic research as to leading edge teaching approaches</p> <p>For current providers Academic Staff Development: could inform their training approach</p> <p>Education Section: could inform their provision</p> <p>CARET: could use pedagogic expertise By having teaching officers with their own funding for e-learning projects, collaboration could be possible.</p>	<p>For current providers Academic Staff Development: all might feel threatened particularly the idea of designating their level of provision</p> <p>If they could not support research themselves, a professional hierarchy could be unpleasant (or could challenge them to move forward)</p> <p>Education Section: could either be threatening to Learning and Teaching support (but also a source of enrichment and collaboration)</p> <p>CARET: could feel its boundaries have been invaded. On the other hand, it could lead to a concentration on its strengths of tool development.</p>
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6.6.1 Characteristics

Most aspects of Models A, B, and C would underlie Model D.

The underlying assumption of this model is that educational research carried out by in-house Cambridge educationalists could credibly inform educational development activities so that all courses run and advice given is based on research, and appropriate to the Cambridge context. Both teaching officers and, ultimately, students would benefit from this research. It could inform policy documents both at institutional and national levels.

Although this research would be practitioner-focused it would be academically credible. In terms of Boyer's (1990) four types of scholarship: discovery, application, integration and teaching, this model would involve mostly 'application' and 'teaching'. Application research, i.e. mostly applying ideas discovered elsewhere to the Cambridge context, would be the type involved here. In order to counterbalance the preponderance of HE Pedagogy research based around post-92 universities, collaborations with peer institutions could be sought. As well as application, this research would be mostly participatory, in the sense that researchers would work with and alongside the teaching academic and would jointly plan, carry out, monitor and evaluate the research. Thus, ownership would be fostered by academics having their own research projects with their own appointed researchers, where academics would be participants instead of being service users.

This model would need two national level pedagogic researchers, one in the Sciences and one in the Social Sciences /Humanities with, possibly, buy-in researchers for very specific short term projects.

The two researchers envisaged could co-ordinate a pedagogic research group drawn from academics doing practitioner research as well as those involved in educational development. Academics who wish to become more involved in pedagogic research could be trained to do so and therefore become more autonomous and work with minimal support.

6.6.2 Action required and associated costs

Salaries £120,000 p.a. *for this layer*.

Office computing, etc. and secretarial and research support £30,000

The researchers would need to be embedded in some structure, and it would be likely that some facility such as those described in Models A, B and C would be required. The additional costs of such a facility, therefore, must be borne in mind.

6.6.3 Benefits

6.6.3.1 Teaching officers

The researchers could provide 'Cambridge-specific' informed advice to both new and experienced Teaching Officers. The notion of 'teaching excellence' in an Oxbridge context could be reliably interrogated and consequently better understood. Authoritative support

for the nurturing of ideas would foster creative engagement. Some interdisciplinarity could be fostered by participation in a pedagogic research group. There could be a validation of the teaching process as professional and equally worthy of research. Recognition that a variety of degrees of engagement with the teaching role exist and provision of an opportunity for some academics to move sideways into pedagogic research would be facilitated.

6.6.3.2 For Cambridge University

Pedagogic research could inform both practice and policy. This research-informed information could be used by those who decide on educational policies e.g. the General Board's Education Committee, the Pro-Vice Chancellor for Education and the Senior Tutors' Committee. It could also inform or act as monitor to the Equality and Diversity Section, Senior Promotions Committees, as well as Teaching Committees. An opportunity to advance knowledge of Higher Education in the same way that Cambridge does in other areas, and to compete on the world stage would emerge, as would an opportunity to build networks with leading world universities. The opportunity to raise large research grants both at national and international levels would also exist.

6.6.3.3 For the providers

This model would provide locally research-informed, reliable and authoritative knowledge to Educational Developers. Secondly, it would enable them to participate in a pedagogic research network. By being independent and balanced it would prevent the co-opting of excessive attention on one project.

6.6.4 Shortcomings

6.6.4.1 For teaching academics

There is a danger of pedagogic research being seen as purely an academic exercise for the benefit of the researcher's career rather than for the service of Teaching Officers or students. Teaching Officers would want projects that lead to action and to funding for sustaining such projects. The participatory nature might alleviate this danger to some extent.

There might be insufficient academics who are interested enough in giving time to pedagogic research. Their strong disciplinary affiliation might entail a hesitancy to accept advice from someone not from the discipline.

Insufficient cultural antecedents exist for sharing projects of this nature. Sharing may not be congruent with the value of academic individualism and competitiveness. The collaboration and sharing which are hallmarks of a teaching culture may not be sufficiently developed. There may be peer suspicion as to why an academic within a highly research intensive institution would wish to engage in pedagogic research.

6.6.4.2 For Cambridge University

Although it is possible to enter pedagogic research for RAE assessment, such research is unlikely to get a 5* and thus be congruent with the Cambridge University brand image and therefore such engagement could be seen as ill-advised.

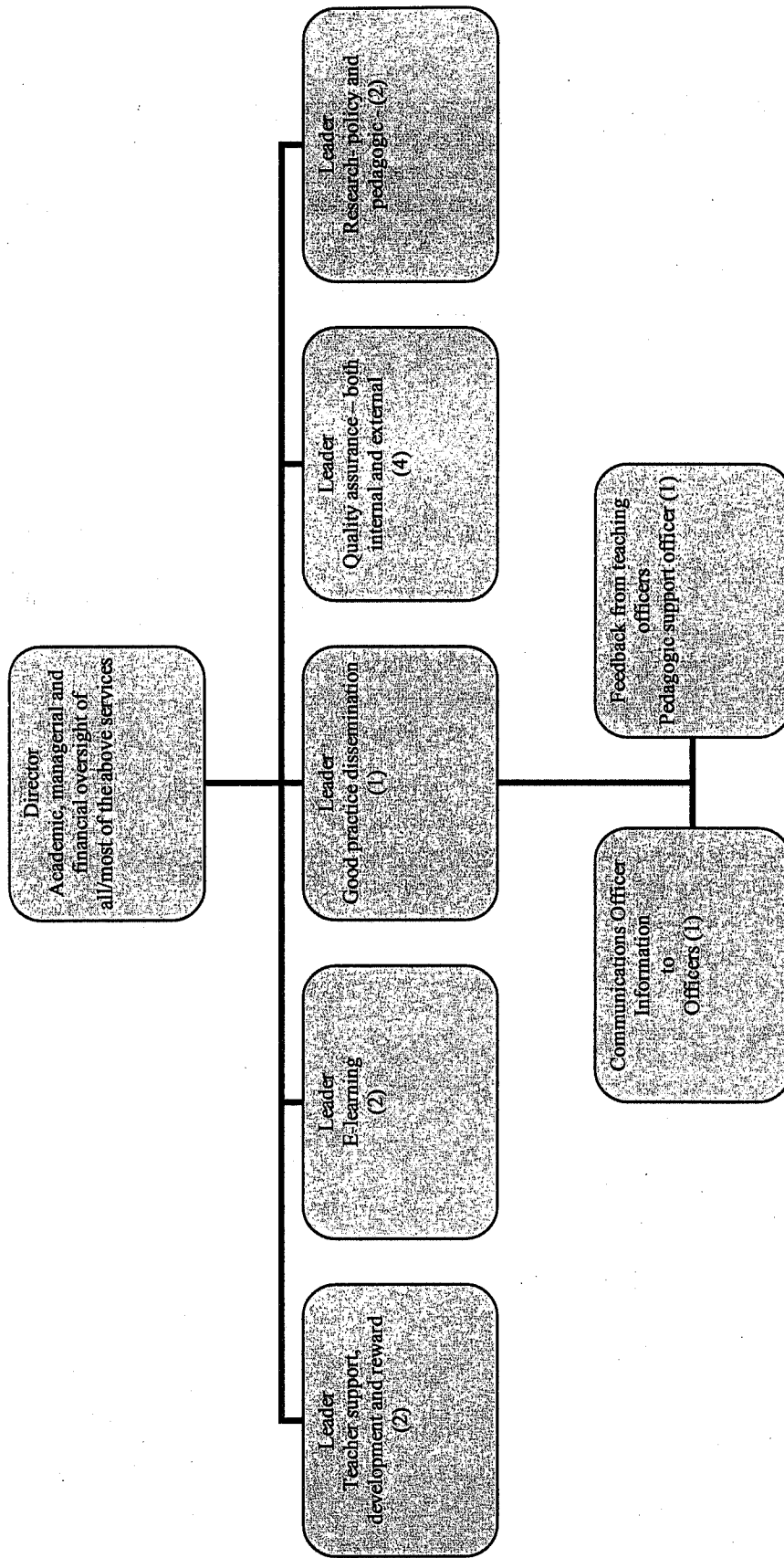
The facility could turn into another research institute, seen to exist for academic as opposed to support purposes. Therefore, accountability structures would need to exist to ensure that it continued to underline support-driven research.

It would involve a considerable outlay of money, although some could be recouped.

6.6.4.3 For existing providers

A hierarchy would be created between those involved in training skills and those involved in research. Careful team-building and communication would be necessary. Those with frustrated academic pretensions might attempt a career building strategy rather than a service one.

6.7 Model E: central Pedagogic Services Provision – a Super-ordinate model



6.7.1 Characteristics

This model is premised on the understanding that the current diffusion of support could be better co-ordinated and rationalised through an academic leader. The Director would be a high level academic, Professor, or Reader as a minimum, but also an equally competent manager. His/her academic area would need to be Education and preferably Higher Education. Recruitment would need to be at international level. Although the leader would be an academic he/she would ensure that the support service is focused on the support needs of the teaching officers. In a sense, this model would combine many of the aspects of the other four models, and structures such as those proposed in the previous four models would need to underpin Model E.

The Director would be responsible for:

- calculating the Annual Budget necessary for effective teaching support;
- raising that funding from central university funds, TQEF and organising bidding for other external funding sources;
- setting up and monitoring quality assurance of all pedagogic support provision;
- monitoring communication between service providers and service users;
- monitoring the match of needs and supply in the provision;
- ensuring focus of effort is truly directed at supplying needs.

The University would:

- recognize the need for support for the educational role;
- recognize that such needs are for maintaining current quality but also to help Cambridge teaching officers use their creativity to innovate;
- be prepared to fund that support (with a varied portfolio of sources);
- expect accountability, focus and quality in provision;
- accept the mismatch between existing provision and support needs.

The cost of the facility (16 staff) would be £700,000. It would need to be financed centrally and through external initiatives such as TQEF.

6.7.2 Benefits of this model

6.7.2.1 For teaching officers

It would provide a focal point for teaching. It would facilitate suitable diffusion of roles. Its work would be research-informed and quality assured.

6.7.2.2 For Cambridge University

It would provide rationalisation of activities and therefore minimization of gaps and overlaps in provision. Activities would be more cost effective due to higher efficiency produced by co-ordination and rationalisation. There would be a clear line of ownership of services by the University and a clear line of accountability to one PVC. The structure

would be in line with the direction the university is currently taking in relation to other services

6.7.2.3 For current providers

Service providers would not be in conflict with each other for funding. There would be clearer boundaries for each service provider.

6.7.3 The overall shortcomings of this model

The structure might appear top down and monolithic though bringing greater quality and focus of provision. The University would have to face financial responsibilities. However, some reallocation of current funding could contribute towards this.

6.8 Summary

All five models have been presented individually even though a spectrum could be envisaged in terms of financial outlay, the degree of central oversight, the degree of focus on Teaching Officers needs and in terms of maintaining the status quo. All models seek to build on existing resources but the last four seek to cater for current needs as expressed by participants in this study.

Clear boundaries of responsibility would need to be set out for any of the models. No model could be responsible for providing support with the secretarial, administrative or technical or logistical issues which many officers see as their most urgent needs. It would not play a disciplinary role for ineffective teaching or be responsible for promotion. Nor could any facility compensate for the time and resource constraints arising from RAE pressures.

CHAPTER 7: EVALUATION, RECOMMENDATIONS AND CONCLUSION

7.1. Evaluation

After a detailed consideration of the five previously discussed models by the Project Steering Committee and the researcher the conclusion was arrived at that Model B would be most appropriate for the University of Cambridge at this stage of its development. Reasons for rejecting other models and for recommending Model B for the time being are given below.

There then follows an analysis of the tasks necessary to enable the establishment of a Model B facility, together with a three year plan for these establishment activities. During this period, a clear profile would need to be established and maintained in order to get ownership and commitment from Teaching Officers.

Risk factors for the main stakeholders are also discussed.

7.1.1 Model A

This model would clearly be the easiest solution, politically and financially, both for the providers and for the University, as it preserves the status quo. However, for the main stakeholders, i.e. Teaching Officers, it would be the least effective as it does not recognize the real problem and the extent of the need for expertise and for funding support for innovation. Essentially, it is based on a false premise, i.e. that communication is the essential problem. Whereas communication is one problem it is not the fundamental one. Figures show that up to 25% of those surveyed do not wish to engage with current resources. In any case, each provider could work on improving this area alone should it wish to do so. The Communication model is not generative, lacks the element of communication from teaching officers to providers, and is unlikely to have the pedagogic and academic authority to promote engagement.

7.1.2 Model C

Having four in-house experts to provide consultancy and support would be helpful. However, it is considered that a disproportionate part of the budget would be concentrated in salaries. Although this model might attract some external funding in the medium term it is inflexible and would not lead to an effective research culture. It falls between the two stools of being neither sufficiently a support nor a research facility.

7.1.3 Model D

Much of the pedagogic research carried out in Britain happens in post-92 universities, with some notable exceptions. Although the academic community, more specifically within research intensive universities, could benefit from authoritative pedagogic research, it is unlikely that Cambridge would build up a similar level of research to that which has been

done in some established centres for perhaps 10 years; moreover this would involve recruiting and retaining at least national level researchers. Therefore, it would be better to start with a support facility and allow for research to follow in the medium term.

7.1.4 Model E

Overall, by paying the salary of a strong Director, quality assurance, rationalisation and focus could be considerably enhanced. This 'Rolls Royce' model was considered more suitable for an institution where teaching is intended to have a higher profile and a higher priority than research. It is not suitable for the initial stages of a pedagogic support facility nor for the collegial culture of the University of Cambridge.

7.1.5 Model B

This model is being recommended because it is considered to have the following advantages:

- being fronted by a qualified educationalist meets the needs both for engagement and for enhanced support;
- having communication in three directions, i.e. providers to academic, academics to providers and academics to academics, resources would be used optimally. By having an overview of both support needs and current internal supply, gaps in supply could be identified and an appropriate supply source be found;
- as a focal point it would be visible, central, and authoritative;
- being outside of current providers would enable it to ensure that current resources were used appropriately, and outside resources accessed when necessary;
- the General Board and relevant key Committees would receive objective and disinterested information about learning and teaching;
- it is a more flexible option as the budget is spread across various forms of supply, and long-term lock-in to particular staffing configurations would be avoided;
- it is generative in terms of finance and ideas;
- it would be better to start with support functions in phase one and possibly move on to a research model later, if desired. However, a research dimension is not specifically excluded.

7.2 Prior Tasks

Subsequent to the authorisation of the creation of this facility, five tasks would need to be undertaken. These tasks range from being very practical to more conceptual ones and most are embedded within the keyword of 'profiling'.

7.2.1 Establish a profile

The overall goal is to provide pedagogic expertise to those teaching officers who wish to develop their interest in teaching expertise beyond that which might be expected at an induction stage, but below that for advanced or specialist requirements. In the spectrum of

provision given earlier - Induction, Intermediate, Advanced – the support offered here would be at the Intermediate level. The support provided would not be about acquiring skills but rather about using academic patterns of critical reflection, congruent with the academic role, in order to enhance the educational role for Teaching Officers themselves, and ultimately student learners and the University. This notion of academic and pedagogic expertise would underpin association, location, and accountability structures. Rather than fitting into an existing landscape, the facility would need to carve out its own distinctive identity in a proactive way. While recognizing the value of basic provision, it must also recognise the strong evidence garnered in this study of the need to go beyond 'basic and remedial'; it should always distance itself from this level of provision. Any demand for advanced or specialist courses must be provided through outsourcing.

Elements of the profiling process are outlined below.

7.2.2. Raise funding

The sum of £660,000 would need to be found to cover the 3 year set-up period. Wherever funding is found there would be a prerequisite that the University provide some core funding and therefore take ownership of the facility, at the same time acquiring the right to demand accountability and a service focus. The funding source(s) is/are integral to the profile. It is also linked to independence in decision making in the allocation of Innovation Funding to Teaching Officers.

7.2.3. Definition of the role of Pedagogic Support Officer

The facility envisaged in the recommended option would evolve as this new post suggested would, to some extent, be shaped by the personality and skills of the post-holder. It is highly desirable that this person be attached to a College in order to have complete academic credibility and familiarity with the Cambridge supervision system. This responsibility might involve a maximum 10% teaching load.

The role would essentially be an interface one. The primary aspect of this role would involve the interface between the support needs of Teaching Officers with appropriate supply sources. On the level of pedagogic support, this interface would be between research carried out into Higher Education pedagogy and its application to a selective, research intensive, collegiate university. The person involved would build links with national networks such as Society for Research into Higher Education, the Higher Education Academy and the Higher Education Funding Council of England. He/She would act as a co-ordinator of potential joint funding bids with other peer universities. These roles would be built on educational expertise which is authoritative but not authoritarian, and on academic congruence of the support provided, in other words it would be critical, reflective and transformative, as opposed to skills level induction. It would involve a delicate balance between responsiveness and leadership where Teaching Officers would always remain agents, albeit within an increasingly government managerialist culture.

7.2.4. Definition of the target service users

This service would be available to Teaching Officers from both University and Colleges. Those who teach most and who invest heavily in teaching are most likely to become engaged. Part-time and affiliated lecturers would be included. Based on a figure of approximately 2,000 Teaching Officers, it is most likely to attract about 200 users in a network. This figure is based on participation in both Imperial College, London and University College, London who have been running networks for 2 years.

Whereas administrative and technical support staff would make a valuable contribution to teaching, the focus would need to be clearly and exclusively on academics as the key stakeholders. Many doctoral and postdoctoral students undertake some teaching duties and many aspire to academic careers. However, the Oxford Learning Institute-led CETL, 'Preparing for Academic Practice', has formal links with the University of Cambridge and such students could be better served by this structure.

7.2.5 Location, accountability and support structures

These are key aspects of creating a profile for and raising awareness of the facility. A separate unit which could build and maintain formal links with the Education Faculty in order to have academic credibility, might be considered, although there are various other solutions to the location of the facility, including siting within one or more of the existing support providers. However, it might be thought more advantageous to locate the unit outside of the current pedagogic support providers if this helped to create an impression of a resource new to the University, rather than simply more of the same.

Provision delivered by a unit of the type envisaged in Model B needs to be subject to processes which ensure both accountability and transparency. A specially constructed Management Committee, chaired by the Pro-Vice-Chancellor for Education would be charged with responsibility for ensuring quality, focus and accountability.

As well as providing an accountability structure, this Committee could provide support, advice and local knowledge. It could also help to formulate documents for key Committees involved in policy making.

7.2.6 Three Year Plan

It must be recognized that the drawing up of a detailed plan and strategy for implementation would be one of the first tasks of the Pedagogic Support Officer, in conjunction with the Management Committee. However, the following lists indicate some of the activities which the three year period would be likely to include.

Year One

- Establish a clear profile of expertise and service
- Communicate the message of teacher development as positive and supported within a research-intensive context

- Compile an inventory of existing in-house expertise in terms of level, scope and costs
- Establish appropriate links with existing providers
- Set up outsourcing panel of suppliers with their costs
- Heighten awareness of internal resources (with clear indications of level, costs and details of facilitators), availability of external supply of expertise, and the existence of the Innovation Fund through the compilation, printing and distribution of a catalogue to all Teaching Officers
- Establish a panel of 60 to provide ongoing feedback, 10 from each of the 6 Schools, in order to check if expectations are being met and to monitor and evaluate profile
- Set up criteria for granting of Innovation funding
- Organise termly meetings
- Organise a Teaching Day where, among other things, pedagogic projects can be shared
- Organise 3 expert days /workshops
- Have begun two small projects and agreed how much to be used to support bidding
- Set up website (£15,000 includes costs of staff time; this could it be a project for a postgraduate student)
- Gather examples of research-based Good Practice from other research intensive universities and discern what might be relevant and applicable to Cambridge University
- Ascertain need or not for a Modular Certificate in Higher Education
- Create an initial profile among national networks
- Submit annual report to the General Board

Year Two

- Maintain and enhance a clear profile of expertise
- Continue termly meetings
- Keep website updated
- Reprint updated and expanded catalogue
- Organise Teaching Day 2
- Organise workshops
- Continue to fund small projects
- Depending on uptake of resources in Year One, commission research projects on reasons for under-engagement with either the teaching role or resources
- Aim to generate £150,000 through external bidding
- Collect both quantitative and qualitative feedback through surveys as well as from the panel of 60
- Attendance at some courses to monitor participant reactions
- Monitor uptake of funding and buy-in consultancy
- Depending on demand organise the setting up of a modular Certificate in Teaching in Higher Education, possibly with the Education Faculty
- Submit report to the General Board

Year Three

- Maintain and enhance a clear profile of expertise
- Continue termly meetings

- Keep website updated
- Reprint updated and expanded catalogue
- Organise Teaching Day 3
- Organise workshops
- Continue to fund small projects
- Aim to generate £200,000 through external bidding
- Collect both quantitative and qualitative feedback through surveys as well as from the panel of 60
- Attendance at some courses to monitor participant reactions
- Monitor uptake of funding and buy in consultancy
- Possibly contribute to teaching on the modular Certificate in Teaching in Higher Education
- Undertake a major impact evaluation including how Innovation funding and expertise funding has been spent
- Uptake of in-house resources and reasons for such
- Establish how much funding has been gained and how it has been used
- Establish how many projects have been nurtured and to what degree of advancement
- Submit report to the General Board, including summaries of any commissioned research projects
- Await decision about next step

7.3. Risk Factors

Among the three stakeholder groups, i.e. Teaching Officers, the University and current providers, it is the Teaching Officers who take priority. That each Teaching Officer could reach his/her highest and most creative teaching potential and that the University ensures the provision, support and reward for such realisation is the key goal. Below are identified various risk factors which could jeopardise the meeting of that goal.

7.3.1 Teaching Officers

Engagement could meet with objections that the student care level is already extremely high due to the high contact level of the supervision system. Constantly changing external quality assurance and student feedback demands may have hardened and confused some Teaching Officers. The need to deal with change fatigue and to be shielded from some managerialist government policies may hinder engagement.

Engaging Teaching Officers in pedagogic issues at an academic level could create a feeling of possessing inadequate skills or knowledge. A fear of not reaching the same level of excellence in terms of understanding the pedagogic process as in their research output may cause academics not even to begin to engage in reflection, let alone pedagogic research. For some, teaching excellence may even be seen to be at odds with research excellence. Another risk is that the devolved nature of teaching may lead to a misunderstanding of generic as opposed to discipline specific application of ideas. Finally, the exposure of reward for teaching unequal to that for research could lead to frustration at investment.

7.3.2 Cambridge University

Developing model B could create some risks for the University. Academics who are not interested in developing teaching expertise beyond the survival level would question the allocation of resources to non-frontline teaching. The rationale for another layer of provision which the new role of Pedagogic Officer Support would create would need to be justified. Having pedagogic support located variously in LTS, Academic Staff Development and CARET would need reconsideration in the medium term, and the place of the new post negotiated.

On the other hand, if Cambridge takes no action, then those 50% of respondents who asked for a Pedagogic Support Unit and outlined their support needs may feel ignored in their teaching role. The establishment of a post-holder who will provide a focal point, access national funding sources and help the development of a teaching culture responds to the expressed needs of the project.

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GLOSSARY

HEA – Higher Education Academy. A body set up as a result of the Dearing Report on Higher Education (1997) with the purpose of accrediting university teachers.

HEFCE- Higher Education Funding Council of England. It provides core and special initiative funding for both teaching and research.

TQEF- Teaching Quality Enhancement fund. Ring-fenced funding from HEFCE to improve the quality of teaching and hence the learning experience of the students.

CARET- Centre of Applied Research into Educational Technologies (University of Cambridge).

LTS –Learning and Teaching Support. A programme of dissemination of good practice run under the auspices of the General Board's Good Practice Strategy. This support is currently supported by an officer within the Education Section of the Academic Division. It organises Good Practice Lunches, a discussion forum and the publication of LTS News.

APPENDIX ONE - CAMBRIDGE BIDS FOR CENTRES FOR EXCELLENCE IN TEACHING AND LEARNING

Title and Aims	Lead contact	Amount of potential funding
Supervising and Mentoring for Independent Learning and Employability of students (SMILES)	Dr Rob Wallach, Materials Science	£3,900,000
<p>The aims were to recognize and reward excellence in staff carrying out supervisions, to encourage further reflection on this mode of teaching and to encourage innovations such as e-learning.</p>		
The Cambridge Virtual Image Teaching Environment (CamVite)	Professor Andrew Wylie, Pathology	£4,500,000
<p>The aim was to create advanced educational information technology in order to enable access to primary material, including museum objects. Such a CETL would promote discovery-led learning, act as a resource for Supervisors and promote interdisciplinarity.</p>		
A model of partnership curriculum delivery based on shared platforms and support for active learning	Dr Jochen Runde, Judge School of Management	£4,500,000
<p>The aim was to meet demands for cross-disciplinarity in teaching and courseware across 6 MPhil courses in a manner which was innovative, cost-effective and of high quality</p>		

Cambridge University is involved in one collaborative CETL, led by London Metropolitan University and with the active participation of Nottingham University. This CETL involves Reusable Learning Objects and is located in CARET.

APPENDIX TWO - CETLS WITHIN THE RUSSELL GROUP

University	Topic
Birmingham	Centre for Excellence in Interdisciplinary Teaching and Learning in Mental Health
Bristol	The AIMS Centre (Applied and Integrated Medical Sciences) Bristol ChemLabS CETL (Bristol Chemical Laboratory Sciences)
Leeds	IDEAS (Inter-disciplinary ethics across subject disciplines) Assessment and Learning in Practice Settings (ALPS)
Liverpool	Centre for Excellence in Teaching and Learning in Developing Professionalism in Medical Students
Manchester	Centre for Excellence in Enquiry-Based Learning
Newcastle	Inclusivity in Contemporary Music Culture Centre for Excellence in Healthcare Professional Education (CETL4HealthNE)
Nottingham	Centre for the Advancement of Integrative Learning Visual LearningLab
Oxford	Centre for Excellence in Preparing for Academic Practice
Sheffield	White Rose Centre for Excellence in the Teaching and Learning of Enterprise (CETLE) Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS)
Southampton	Inter Professional Learning in the Public Sector
Warwick	The Reinvention Centre for Undergraduate Research The Capital Centre (Creativity And Performance In Teaching And Learning)

APPENDIX THREE - BREAKDOWN OF ACADEMIC DEPARTMENTS

Physics - Secretary to the Teaching Committee
School of Physical Sciences – Secretary to School
Chemistry - Director of Teaching
Mathematics - Senior Tutor and Pilkington award winner
Modern and Medieval Languages (x 2)-Head of Department and College Lecturer
English
History
Classics
Education - Director of Undergraduate Education
SPS - member of many committees on issues such as gender and equality
Law - member of many teaching committees
Director of Undergraduate Medical Education
Dean and Associate Dean of Clinical Education
Pharmacology – lecturer had initiated a few pedagogic projects
Director of Teaching and Learning in Engineering
Director of Undergraduate Education in Judge School of Management
Professor of Engineering – CMI project leader
Social Anthropology - Author of articles on university bureaucratisation
Biological Sciences - Winner of Award for computer modelling of bacteria
Museum Director – Social Sciences
Continuing Education (x2)
Mathematical Sciences – Interest in and author on creativity in HE pedagogy

APPENDIX FOUR - BACKGROUND TO THE PROJECT

Background to this project – Educational Support in Higher Education Today

British higher education has undergone unprecedented change in the last two decades. Increased regulation, often an imposition of ill considered policies, a change of focus from developing critical faculties to producing 'employable graduates', a student intake which has become much more diverse, and constantly changing school curricula are just some of these changes. Increasingly, funding formulas are linked to a new conception and articulation of 'teaching excellence'. Many of these interrelated changes affect the role of the university teacher.

Within research intensive universities, the teaching role received less professional training and it was experience and natural ability which developed effectiveness for that role. Essentially, teaching was learned on the job. When the Dearing Report (1997) appeared, this national landmark inquiry insisted that the quality of teaching in UK universities should be enhanced. It advocated the setting up of an Institute for Learning and Teaching (now called the Higher Education Academy). It was proposed that this body would monitor and accredit the training that probationary university teachers should receive in order to fulfil their educational role effectively. Besides this, such a body would provide continuing support for university teachers.

Most UK institutions chose one of three models to deal with this agenda for the enhancement of the teaching role, now called 'Academic Practice' or 'Educational Development'. Some incorporated it into an existing staff development unit, a second group began operating from within Departments of Education and was academically driven, and a third group developed a separate unit, research based or not.

The Cambridge response

Cambridge does face some challenges from constantly changing school curricula, an increasing diversity of educational backgrounds and changing funding formulas from HEFCE. Perhaps, because Cambridge has its own distinctive mission it has undergone fewer internal changes. It still recruits from among those with the highest academic potential. It had never set out to produce 'employable graduates' directly, but rather the results of a Cambridge education, in both vocational and non vocational subjects, have been that such graduates have always been highly employable. It may be for these reasons that attention has not been paid to educational support in the same way.

Currently, what could be considered as 'educational support' is provided mainly from within three separate sections. The Centre for Applied Research in Educational Technologies (CARET) provides advice and infrastructure for the use of computers and technology in learning and teaching. The Staff Development section provides a mandatory three day induction course (Preparation for Higher Education Practice) for new lecturers, two of those days being focused on teaching and learning issues. It also provides training in teaching for postgraduate teaching assistants and individualised consultations for Departments. Good Practice lunches take place termly where lecturers and support staff

have an opportunity to hear about and share practices that are already successful in the Cambridge context. This is organised from within the Education Section. Cambridge does not have an Education Support Unit as a separate facility, educationalists are not involved and no educational research is conducted.

Other UK institutions have responded by providing educational support through various mechanisms:

The University of Oxford

The Oxford Institute for the Advancement of University Learning (IAUL) was set up in 2000, having grown out of an earlier staff development unit. The purpose of this institute was, primarily, to support excellence in Oxford teaching, learning and research. It takes a research informed approach to its activities and disseminates the findings to the wider academic world, as well as running both national and international research programmes. Their Educational Development section run both non-accredited courses for graduate student teachers, and an optional Diploma level course for new and experienced lecturers. In conjunction with the Department of Educational Studies, IAUL staff contribute to an MSc in Higher Education. Part of the remit of the IAUL is to contribute to policy development within Oxford. The Director is Graham Gibbs, a Professor of Higher Education and research is led by Dr Keith Trigwell, an international level researcher. This institute is funded 30% by the University and the rest from external sources.

Imperial College

This institution has a Centre for Educational Development staffed by academics, mostly with, at least, Masters level qualifications in Education. Working collaboratively with staff, not only to provide expertise for the teaching role but also to create appropriate resources, it seeks to underpin all this work with a scholarly and research approach. Training is provided to academics who wish to conduct their own educational research. It acts as a dissemination point for Good Practice and provides a resource centre. It facilitates meetings of a group of about 200 academic staff, which is particularly interested in teaching issues, and invites external speakers. It administers and co-ordinates the Teaching Research Grants. It helps run a M.Ed in Surgical Education for experienced professionals.

The University of Bristol

Its Teaching Support Unit is involved in the provision of programme specifications, help with departmental reviews and bidding for external funding. It is the contact point for External examiners and Teaching Development Groups. Two Academic advisors, each teaching half time in his department and spending the other half within this Unit, ensure that a matching is maintained between teaching support and departmental needs. The Graduate School of Education runs a programme which is mandatory and non-accredited for new and inexperienced lecturers and optional for postgraduate teaching staff and experienced academics. This programme seeks to develop a continuing professional development ethos with much emphasis on self assessment. This programme is directed and run by lecturers in the School of Education. This School also manages research projects in the area of innovative teaching in higher education.

The University of Durham

Educational Development activities are run from its Department of Education. This department has a Centre for Learning, Teaching and Research in Higher Education which is headed by a Professor of Higher Education. This centre runs its mandatory programme for newly appointed teaching staff. The aim of this programme is to instil a reflective and innovative approach to one's teaching practice. There is also an Academic Staff Development Office, which deals with more generic issues linked to continuing professional development. Many other sections collaborate on the provision of teaching support and these include IT services and the Language Centre.

The American higher education system has placed a greater emphasis on issues of teaching and learning for a longer time.

Massachusetts Institute of Technology

The Teaching and Learning Laboratory (TLL) was set up in 1997 with the goals of enhancing the quality of teaching, gaining a better understanding of the process of learning in science and engineering; conducting research that has immediate applications both inside and outside the classroom; serving as a clearing house to disseminate information on efforts in science and engineering education nationally and internationally; and aiding in the creation of new and innovative educational curricula, pedagogic methods, technologies, and methods of assessment. TLL offers its own programmes that focus on teaching and learning as well as collaborates with departments. It also works in collaboration with such units as I.T. and the Career Advisory services. The research that is conducted here aims to provide a better understanding of learning as well as providing benchmarks against which to test innovations. Help is also provided for academics to conduct their own educational research.

Stanford University

Its Centre for Teaching and Learning provides advice on eliciting and interpreting student feedback, course design, as well as assessment strategies and their implications for learning. Staff also provide classroom observation and feedback on request. It has three advisors, one each for Sciences and Engineering, Humanities, and Social Sciences and Technology. This institution also houses the Stanford Centre for Innovations in Learning (SCIL) which conducts scholarly research in order to advance the understanding of learning and teaching and technological applications. It was founded in 2002 and is co-directed by an Education Professor and an Emeritus Professor of Materials Science.

Harvard Medical School (HMS)

Harvard's faculty development efforts are premised on the student-directed, problem-based philosophy of the core HMS curriculum. Site-specific and/or course-specific faculty development that models their curricular philosophy teaches faculty about teaching and more importantly about learning with the goal of equipping them to be effective educators. In order to become effective, faculty must understand the underpinning pedagogic principles and philosophy of the curriculum, learn from peers, balance an intellectual understanding and awareness acquired in the classroom with observation and feedback on actual teaching performance. Each course is site specific and the design team consists of at

least one educator, one faculty member from the site or the specific course, and one student. This collaboration on needs assessment, programme or workshop design, programme implementation and evaluation fosters ownership and relevance.


Cornell University

This institution has a Faculty Innovations in Teaching programme (FIT) to encourage teachers to improve the educational process. It provides resources to help identify, plan and implement projects but also to reflect on the pedagogic implications of such projects, to help turn ideas into reality. Funding is available for release from academic duties. There is a sharing of Good Practice and discussion of the relationship between technology and pedagogy among the wider teaching community at Cornell. Cornell is also part of a new media network which serves as a model for innovation. Therefore it disseminates its findings nationally and constantly evaluates its innovations.

In conclusion, all of these units would claim to foster teaching excellence which, in turn, provides students with the ability to cope with the responsibility of lifelong, independent and critical thought. Until now, Cambridge has not followed the trend within other British or international higher education institutions. Although Cambridge has not undergone change to the same extent, it does face five challenges. Firstly, to maintain educational excellence in the face of international competition requires constant reflection on goals and means to achieving them. Secondly, constant pressure from the RAE means that effective use of resources, particularly time, is essential. That time can be allied to technological support in innovative ways to ensure that the teaching role is both satisfying and productive for the teacher. Thirdly, students expect an outstanding educational experience from a world ranking institution like Cambridge. Once again, constant reflection on how to provide this is essential. Fourthly, Cambridge comes under the same teaching funding model as every other British institution. This means that it must articulate its teaching excellence in the terms set out by HEFCE. The recent lack of success in bids for Centres of Excellence would seem to indicate that an articulation of that excellence needs to be considered. Fifthly, support for links between policy, practice and pedagogic principles is necessary. Cambridge is uniquely placed to inform government policy on higher education. But in order to do so, it must make explicit its excellent teaching practices through rigorous research.

APPENDIX FIVE – SURVEY QUESTIONNAIRE

The following questionnaire is the College one. It is inclusive of the UTO as extra questions were added to take into account the specificities of the College dimension of teaching.

College	
<input type="text"/>	
Subject taught	
<input type="text"/>	
Gender	<input type="checkbox"/> male <input type="checkbox"/> female
no answer 	
Age range	<input type="checkbox"/> under 35 years <input type="checkbox"/> 36 - 49 years <input type="checkbox"/> over 50 years
Position in University	<input type="checkbox"/> Professor <input type="checkbox"/> Reader <input type="checkbox"/> Senior lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> Other <input type="checkbox"/> not applicable
Position in College	<input type="checkbox"/> Director of Studies <input type="checkbox"/> Assistant Director of Studies <input type="checkbox"/> College Teaching Officer <input type="checkbox"/> Both College Teaching Officer and Director of Studies <input type="checkbox"/> Both College Teaching Officer and Assistant Director of Studies
Number of years full-time teaching in higher education.	<input type="checkbox"/> 5 or less <input type="checkbox"/> 6 - 20 <input type="checkbox"/> 20 +

Currently, I am motivated	<input type="checkbox"/> primarily by my research <input type="checkbox"/> primarily by my teaching <input type="checkbox"/> equally motivated by both roles <input type="checkbox"/> by other factors
I became an academic	<input type="checkbox"/> primarily for the research <input type="checkbox"/> primarily for the teaching <input type="checkbox"/> equally motivated by both roles <input type="checkbox"/> for other reasons
My teaching role as a proportion of the total academic workload over the academic year is	<input type="checkbox"/> less than 10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> 51-70% <input type="checkbox"/> more than 70%
This workload breakdown:	<input type="checkbox"/> is one that I am happy with <input type="checkbox"/> I would prefer an extended teaching role <input type="checkbox"/> I would prefer a reduced teaching role
In my appointment to Cambridge, teaching competence	<input type="checkbox"/> was clearly the most important aspect <input type="checkbox"/> was somewhat more important than research <input type="checkbox"/> was equal in importance to my research ability /potential <input type="checkbox"/> was somewhat less important than research <input type="checkbox"/> was clearly much less important than research
In my last promotion at Cambridge, my contribution to College teaching	<input type="checkbox"/> was clearly the most important aspect <input type="checkbox"/> was somewhat more important than my contribution to research <input type="checkbox"/> was equal in importance to my contribution to research <input type="checkbox"/> was somewhat less important than my

In my career strategy, I see my current investment in College teaching as

contribution to research

☐ was clearly much less important than my contribution to research

☐ not applicable, I have not had a promotion yet.

☐ hindering my promotion prospects

☐ helping my promotion prospects

☐ making no difference to my promotion prospects

☐ I do not really have a career strategy, just enjoy what I do

☐ I have already reached the height of my career goals

Which of the following best describes your attitude to College teaching

☐ fresh and enthusiastic

☐ a duty to be fulfilled, which I do conscientiously

☐ tired and frustrated

☐ elements of all of these three

Which mode of teaching do you enjoy most

☐ Lecture

☐ Seminar

☐ Class

☐ Undergraduate supervision

☐ Postgraduate supervision

☐ Other

What is your primary reason for assuming College teaching responsibilities?

☐ Interest in teaching

☐ Career advancement

☐ Financial imperative

☐ Contractual obligation

☐ Other

My pedagogic support needs include the following. Please select as many as necessary

☐ Information on the changing curriculum in secondary schools and the implications for Higher education

- ☐ Information on how to prevent and deal with plagiarism
- ☐ A better understanding of how students learn my discipline
- ☐ A better understanding of the learning needs of international students
- ☐ A better understanding of the implications of diversity
- ☐ Training on how to teach
- ☐ Money to undertake teaching projects
- ☐ Observation and feedback on my teaching performance
- ☐ A need to be exposed to Good Practice in issues of Teaching and Learning
- ☐ Training in how to undertake educational research
- ☐ Help with introducing/ /developing some degree of e-learning
- ☐ More time for professional development
- ☐ I have no support needs

Please list any other support needs which you have

CARET offers the possibility of video recording your classes and thereby helping you become more aware of your teaching patterns.

- ☐ I have used this facility ☐
- ☐ I plan to use this facility
- ☐ I do not see how this could help me
- ☐ I was not aware of this possibility

The Learning and Teaching Support (LTS) Education Section organises lunches to which both College and University staff are invited to share examples of Good Practice

- ☐ I have attended one of these lunches ☐
- ☐ I will attend depending on the relevance of the topic
- ☐ I do not see how this could help me

Academic Staff Development offer customised consultations for individuals involved in College teaching in order to help them design, develop or implement new ideas	<input type="checkbox"/> I was not aware of this possibility <input type="checkbox"/> I have availed myself of this opportunity <input type="checkbox"/> I may avail myself of this opportunity <input type="checkbox"/> I do not see how this could help me <input type="checkbox"/> I was not aware of this possibility	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The Education Section also has a website with links to teaching resources and discussion of ideas	<input type="checkbox"/> I have consulted this website and found it useful <input type="checkbox"/> I have consulted this website and not found it useful <input type="checkbox"/> I do not see how this website could help my teaching <input type="checkbox"/> I was not aware of its existence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The Senior Tutors website has information and guidance on College Teaching as well as links to teaching resources	<input type="checkbox"/> I have consulted this website and found it useful <input type="checkbox"/> I have consulted this website and not found it useful <input type="checkbox"/> I do not see how this website could help my teaching <input type="checkbox"/> I was not aware of its existence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I have access to literature on how to teach and assess my subject	<input type="checkbox"/> through my own personal collection <input type="checkbox"/> within my department/faculty <input type="checkbox"/> within my college <input type="checkbox"/> through some other source <input type="checkbox"/> I have no access	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If access to such literature exists,	<input type="checkbox"/> I consult it frequently <input type="checkbox"/> I sometimes consult it <input type="checkbox"/> I never consult it <input type="checkbox"/> not applicable	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The Higher Education Academy has an extensive website with both generic and discipline specific links called Learning and Teaching Subject Centres	<input type="checkbox"/> I consult this website frequently <input type="checkbox"/> I sometimes consult this website	<input type="checkbox"/> <input type="checkbox"/>

Cognate institutions such as MIT and Harvard have websites regarding issues of teaching, learning and assessment

- ☐ I have never consulted this website
- ☐ I consult such websites frequently ☒
- ☐ I sometimes consult such websites
- ☐ I have never consulted such websites

The joint project between MIT and Cambridge has carried out a project on supervisions.

- ☐ I am aware of this project but have not used the findings ☒
- ☐ I have used the findings of this project to improve my teaching
- ☐ I am not aware of this project
- ☐ I do not see how such findings could help me.

Do you attend conferences relating to the teaching of your discipline e.g. legal or engineering education?

- ☐ never ☒
- ☐ sometimes
- ☐ frequently

Do you attend conferences on generic teaching issues in Higher Education?

- ☐ never ☒
- ☐ sometimes
- ☐ frequently

My current pedagogic support needs stem from (please choose the primary sources)

- ☐ An awareness gained through personal reflection
- ☐ The need to streamline my teaching activities so that they can fit in with all my other responsibilities
- ☐ A new and more diverse student intake
- ☐ Exposure to new ideas through literature and/or conferences
- ☐ A need for refreshment
- ☐ I do not recognize any current needs

Please rate your department's current provision of pedagogic support. 5 = perfect for my needs 1= totally inadequate for my current needs

1

||||||| 5

☒

Please rate Cambridge University's current provision of pedagogic support. 5 = perfect

1

||||||| 5

☒