

THE INTERACTIONS BETWEEN RESEARCH AND TEACHING

ANNEX A

Institutional policy and practice on the interactions between research, teaching and other activities

lead author

The Higher Education Consultancy Group

part of a consortium report

for the Fundamental Review of Research
Higher Education Funding Council for England

prepared by

J M Consulting Ltd
Centre for Higher Education Studies,
Institute of Education (University of London)
Commonwealth Higher Education Management Service
Higher Education Consultancy Group

July 2000

CONTENTS

1	Introduction	2
2	Contextual Information Available to Institutions	3
	- Existing Evidence of the Influence of Research on Teaching	
	- Using RAE and TQA Data to Examine Research and Teaching Interactions	
3	Institutional Policy on the Interaction of Research and Teaching	5
	- Teaching and Learning Strategies	
	- The Impact of the RAE on Teaching	
4	Human Resource Management and Staffing Issues	12
5	The Management and Allocation of Resources	14
	References	15

INSTITUTIONAL POLICY AND PRACTICE ON THE INTERACTIONS BETWEEN RESEARCH, TEACHING AND OTHER ACTIVITIES

1 Introduction

1.1 A central aspect of the overall study is to identify how institutions of higher education in the UK intend research, teaching and other activities to interact, and, where such intentions are identified, how they are set down in institutional policy and subsequently implemented. This Annex considers four key areas of such policy and practice:

- The contextual information on the interaction between research and teaching that is available to institutions in helping them to identify and shape policy.
- Institutional policy on the planned interactions between research, teaching and other activities.
- The human resource management and staffing issues which are directly relevant to the implementation of policy.
- Approaches to the management and allocation of resources to enable the planned interactions to take place.

These four issues are considered in turn.

1.2 In addition to information obtained from the institutional visits, the study questionnaire and the other approaches set out in the main report, data were obtained from an analysis of the new teaching and learning strategies provided by universities at the end of January 2000 to identify what policy is stated on the planned interaction of research and teaching, together with a similar analysis of a 50% sample of HEROBC bids to identify any stated interactions with research strategies. The nature of these sources means, of course, that data must be kept confidential, but overall trends and intentions can be identified.

1.3 It is difficult for any assessment of the link between research and teaching by universities to be value free. The traditional importance of research in UK universities, and its perceived contribution to enhancing teaching and maintaining an academic culture, means that any suggestion that the link between the two may be weak challenges the beliefs and values of many academic staff. As Brew and Boud (1995) have noted 'politically the stakes are laden against the provision of evidence showing there is not a link between teaching and research.' However, the **UK is unique in that it has separate funding of research and teaching, so there is not the same pressure to demonstrate a policy link.**

2 Contextual information available to institutions

- 2.1 In their responses to our questionnaire all responding institutions emphasised the importance of the interaction between research and teaching, with a large majority of respondents believing that teaching and research are either indivisible or support each other in broadly equal measures. Such a view supports the assertion of the Dearing Report that 'scholarly investigation, together with research, is a distinctive feature of higher education: they enliven staff, they ensure that teaching and curriculum development is up-to-date, and, more generally, they invigorate higher level learning in our universities and colleges' (the Dearing Report, p115).
- 2.2 The response of one pre-1992 university to our survey on research policy is typical of many: 'teaching and research are intimately linked and enrich each other in broadly equal measure', and the majority of respondents to our questionnaire took a similar view. Indeed for some, such a link constituted the very definition of university education: 'the key distinguishing characteristic of a university education remains the provision by research-aware staff of a research enriched environment'. Such opinions are often supported anecdotally by statements such as 'our best researchers are often our best teachers', although evidence to support such contentions is rare. Many post-1992 institutions identified a similar interaction between research and teaching, although many also report that high quality teaching does not necessarily depend on staff being research-active. The closeness of the perceived link between research and teaching is not difficult to understand: both processes are at the heart of UK higher education, and for senior staff and heads of departments (almost all of whom either are, or will have been, research-active) their own experience is likely to have been that their own research has enriched their teaching. Such a view is entirely consistent with the research literature: for example, a study in Australia by Neumann (1992) found that almost all academic staff surveyed believed that a strong connection existed between quality in research and teaching.

Evidence of the influence of research on teaching

- 2.3 Despite the assumed link between research and teaching, there is little research evidence to support such a proposition, and in the following paragraphs we summarise this research. Ramsden and Moses (1992) identify three different conceptions of the assumed link between research and teaching which were evident in the responses of institutions in both our own survey, and on the visits that were undertaken. The first position assumes a strong link between research and teaching, from which it follows that all teachers should be researchers and therefore that all students should have regular contact with research. An alternative – and weaker – conception of the link is that not all staff have to be research-active, but that the base units undertaking teaching have to have a research culture so that a spirit of academic enquiry can generally inform the teaching process. Based on an analysis of research and teaching in the University of Melbourne no statistically significant evidence could be found to support either of these assumptions, and it was concluded that a third conception is valid: that teaching and research are essentially separate activities which happen in the same place, and there is no causal link between the two. Ramsden and Moses do, however,

conclude that stronger correlational data exist about the influence of research on postgraduate teaching.

- 2.4 Similar conclusions are drawn throughout the literature on the link between research and undergraduate teaching. For example, in the USA Terenzani and Pascarella (1994) have concluded on the basis of an extensive review of the research literature that the view that good researchers are good undergraduate teachers is a ‘myth’; similarly, Hattie and Marsh (1996) in a meta-analysis of 58 studies demonstrate that the relationship between research and teaching in universities is ‘zero’.
- 2.5 To try and throw light on the apparent contradiction between the assumed link between research and teaching by academic staff and the lack of confirming data, several studies have been undertaken on student satisfaction with teaching by recognised researchers. In Australia a study by Neumann (1994) on a cohort of students in a research-intensive university identified tangible potential benefits perceived by students in terms of courses being ‘up-to-date’, providing the opportunity for basic research training, and increasing staff enthusiasm in their teaching. Conversely, students were critical of subjects in which a teacher’s individual research interests were seen to dominate, and up-to-date knowledge was not seen as a substitute for good teaching practices. Powerful factors influencing student perceptions were identified as their own motivation for learning, year of study, and the academic discipline, with students seeing a clearer connection between research and teaching in subjects where knowledge was seen as changing rapidly.
- 2.6 Similarly in the UK, Jenkins et al (1998) used focus groups to identify the perceived benefits of staff research in teaching among a cohort of students at Oxford Brookes University. Four main benefits were perceived: the enthusiasm for their subject conveyed by research-active lecturers; the credibility provided in the eyes of students; staff expertise in choosing undergraduate dissertation topics; and giving students the sense of ‘staff as people and as learners’. Conversely four perceived drawbacks were identified: staff not being available to students; staff being preoccupied with their research at the expense of teaching; in some cases excessive influence of staff research on the curriculum; and students not perceiving themselves as ‘stakeholders’ in staff research. The study also identified five key requirements perceived by students in response to the question ‘what knowledge and skills are important in a university lecturer?’: good communication skills; the ability to enthuse and involve students; approachability; availability outside class; and up-to-date knowledge. Only the last point appears likely to have a strong correlation with the influence of research on teaching, and perhaps to be more significant at higher levels of programmes (for example, the third year of a full-time degree course).
- 2.7 Just as student evaluation of teaching provides only one indicator of teaching quality – although a very valuable one – student satisfaction with teaching by research-active staff illuminates only part of the interaction between research and teaching in practice. However, such data do suggest that such links are likely to be situational, found in some teaching and learning contexts more than others, and heavily dependent on the form of teaching and behaviour of individual staff. Thus the link is one of potential which will not always be achieved in practice.

Using RAE and TQA data to examine research and teaching interactions

- 2.8 In addition to the studies noted above, the other main source of data on the possible links between research and teaching is relative RAE and TQA ratings. However, the picture here is confused, and if the general assumption of research-active universities about how research informs teaching is true, major questions are raised about the appropriateness of the existing QAA methodology.
- 2.9 Any attempt to correlate RAE and TQA ratings to throw light on the interaction between research and teaching is difficult because of the contentious nature of the definitions which underpin both approaches. Even if these definitions are accepted, only two of the six criteria involved in TQA ratings are central to the ways in which research is claimed to benefit teaching (teaching, learning and assessment, and curriculum design, content and organisation). Judgements made on the basis of overall TQA scores are problematic because of the influence of the additional resources that research-intensive institutions may provide as cross-subsidy (possibly unintended) to support teaching, for example, through access to postgraduate laboratories, and better library collections.
- 2.10 Notwithstanding these difficulties, we compared RAE scores for a sample of 15 institutions that we visited, and two main conclusions are evident. First, among research-intensive universities there is considerable variation in the extent to which an RAE 5 or 5* rating is correlated with an ‘excellent’ TQA rating (22 points or above in the current system). For example, University A has eight UoAs with 5/5* ratings and all but one have an excellent TQA rating, but in contrast University B has six UoAs at 5/5* but only one has an excellent TQA score, and similar variations occur throughout the sample. This suggests that the way that research informs teaching is not automatic but significantly affected by institutional action. Second, there are numerous examples where institutions (particularly new universities) have RAE ratings of 1 or 2 (with a low volume of staff entered) but excellent TQA ratings. If TQA ratings are accepted as indicators of teaching quality, this must mean excellent teaching is not dependent on research as such. In such circumstances it is likely that the ‘fitness for purpose’ definition of teaching quality as defined by QAA is not the same as is being used by those universities that assert the influential impact of research on teaching.

3 Institutional policy on the interaction of research and teaching

- 3.1 If the interaction between research and teaching cannot be assumed, this raises numerous issues concerning institutional efficiency, resource allocation, planning, human resource management and so on. We were therefore interested to identify what policies – if any – universities have on the interaction between research and teaching, and how such policy is implemented.
- 3.2 The starting point for such an analysis is the existence of both research and teaching and learning strategies. Many, but not all, of the institutions we visited had a formal research strategy, but in view of the importance of research to all higher education institutions we were surprised that strategies were not found in all institutions. Where they existed three different types of strategy were evident, although these are, of course, illustrative rather than a definitive summary of research strategies.

a) A devolved approach – maintaining leading research profiles

- 3.3 A small number of institutions (usually those who were highly research-intensive) had a ‘light touch’ strategy in which they effectively considered that research policy should be led by the academic departments, and that the role of the centre was ‘to attract world-class research staff and to give them their heads’. In general, these institutions were less concerned about which areas of research were pursued than that all staff were research-active, and that every department’s research performance tried to achieve excellence. One institution with a strategy of this type said that it supported departments that performed well, but those which failed would be required to restructure or merge in order to maintain their research performance and income.
- 3.4 These institutions were typically among those which saw the closest relationships between research and teaching, and they often had in mind the scientific model and upper levels of undergraduate and postgraduate work when they illustrated this. Moreover, when describing teaching, emphasis was often placed on knowledge acquisition rather than achieving learning outcomes.
- 3.5 The link between research and teaching in such institutions is difficult to interpret because of the difficulty of unambiguous measurement of teaching quality and its links to student outcomes. As we note below, although most such institutions score highly on TQA, it might be questioned whether this is a specific result of their strategy, or rather a consequence of attracting excellent staff and the most highly-motivated students.

b) A centralised approach – selective improvement

- 3.6 A larger group of institutions – often in the medium research-intensity band – reported a more directive approach to research strategy. In these cases, typically specific policies were in place to address problems such as staff who were not or were no longer research-active. While some of the responsibility for implementation might rest with departments, such institutions would not simply leave the improvement to local action. These institutions took a much more ‘hands-on’ approach with their departments to the point of selecting specific areas for investment and backing this up with institutional resources. Typically, such institutions with these more directed approaches to research strategy were starting to consider the impact of these policies on teaching, and some had implemented changes in human resource policies to start to address identified problems (for example, through changing promotion procedures).

c) Institutions developing a new research profile

- 3.7 A further group with distinctive policies in this area were represented by a number of less research-intensive institutions, where the main focus of their strategy was to develop research usually from a relatively small (and largely unfunded) base. In most cases, these institutions did not have large reserves or uncommitted funds and so had to adopt a very targeted approach to investment into those areas where there was perceived to be the best prospect of achievement. This might include decisions to cross-subsidise research in order to pump-prime new developments.
- 3.8 In these institutions, where there was often not a history of a general research culture, quite specific policies are needed to support and develop staff for a research role. By contrast with the other groups, these institutions mainly had a culture which

(historically at least) was led by teaching and professional practice, and have devoted much more time and attention to the conditions required for good teaching, including encouraging pedagogic research and special policies on scholarship.

Teaching and learning strategies

- 3.9 To test the claims of a close relationship between teaching and research, all recent teaching and learning strategies of English universities were analysed (excluding postgraduate only and specialist institutions). This provides some – but not conclusive – support for the claimed link between research and teaching. Table 1. summarises the extent to which teaching and learning strategies identify the importance of research in the 78 strategies reviewed for English universities and London University colleges (excluding postgraduate and specialist institutions).

Table 1. References to research in university teaching and learning strategies

Item	% Response
Percentage of HEIs mentioning the word ‘research’ in their teaching and learning strategies	66%
Percentage of HEIs generally stating that research should have an impact on teaching in the form of a specific objective	50%
Percentage of HEIs identifying mechanisms by which research will have an impact on teaching	12%
Percentage of HEIs identifying in some detail (at least one paragraph) the underlying assumptions about the link between research and teaching	10%

- 3.10 From Table 1. it can be seen that exactly half of teaching and learning strategies indicated in some way that a specific institutional objective was that research should have an impact on teaching, but that only a small number either identified the mechanisms through which this could be achieved, or described in at least some detail (defined as at least one paragraph) how research was intended to influence teaching. Such data need to be interpreted with care: institutional teaching and learning strategies are new, and it should not be concluded that because no clear statement exists about the intended impact of research on teaching that such a link is neither assumed nor felt to be valuable. Nonetheless, as we note elsewhere, the need for research to inform teaching is claimed to be such a fundamental assertion in much of UK higher education that it might reasonably be expected that its implementation might feature strongly in teaching and learning strategies.
- 3.11 Within Table 1, of the 50% of universities not identifying that research should have an impact on teaching as a specific objective, a majority (66%) came from post-1992 institutions. Of those institutions that either identified specific mechanisms by which research might inform teaching (for example, third year undergraduate research projects) or described in not less than one paragraph institutional assumptions about the link between research and teaching, the majority came from the pre-1992 sector and there is a strong correlation with a high position in ratings associated with both

- teaching assessment scores and the number of first and upper second class degree awards. However, not all such institutions are so rated.
- 3.12 Even within those institutions noting the importance of research for teaching, only a very small number identified the deeper issue of the interaction between research and student learning. This suggests that the emphasis that HEFCE is starting to place on learning has still to be reflected in the strategic and operational thinking of many institutions. Accordingly, in the main report it is noted that more detailed work on how research informs student learning will be required at both an institutional and system level.
- 3.13 We do not wish to draw inappropriate conclusions from our analysis of teaching and learning strategies; however, if (as suggested by our questionnaire and Dearing's consultative process) universities do regard research as having an important potential influence on teaching, then it is imperative that future teaching and learning strategies adequately reflect both this and other core cultural and planning assumptions. Similarly almost no strategies set out any clear conceptualisation of scholarship and the way that it is perceived to underpin teaching, and more institutional thinking will be required in this area.
- 3.14 The analysis of a sample of HEROBC bids for funding business and outreach activities throws little light on the interaction between research and 'other' activity, in that bids were not required to identify how research informs HEROBC activities, and few institutions have considered it appropriate to describe such a link.
- 3.15 From all the data already obtained in this study it is clear that – in practice – two factors are crucial to understanding institutional interpretations of the link between research and teaching: the extent to which any link is planned or not; and the extent to which the link is direct or indirect. In Figure 1 we put forward a typology based on these two dimensions which identifies different activities within institutions.
- 3.16 Several universities appear to plan for specific activities drawn from research to have a direct impact on teaching, for example through specifying particular teaching activities or assessment methods. Thus one pre-1992 university requires all third year undergraduates to undertake a research project based wherever possible on current research activities within departments. In other cases institutions may not plan such activities centrally but provide the opportunity for staff to change the curriculum, for example by introducing new modules to correspond with particular research interests. Clearly, such possibilities need to be integrated within appropriate quality assurance arrangements. In other cases the institution may plan for a particular interaction of research on teaching without specifying outcomes, for example by specifying that all research staff have to undertake some teaching. Finally, in many institutions there may be no planned or direct impact of research on teaching; rather, an assumption that a research oriented culture will inevitably have a positive impact on teaching, as one institution reported 'students gain from being taught by academic staff who are experts in their field, whilst researchers engaged in teaching may be stimulated and challenged by intelligent questioning'.

Figure 1. A typology of interactions of research on teaching

	Direct impact of research on teaching	Indirect impact of research on teaching
Planned impact of research on teaching	Through specific teaching methods e.g. third year undergraduate research projects for all students	Through institutional guidelines that state processes but without specifying outcomes e.g. all research active staff should teach, but without any expected direct impact
Unplanned impact of research on teaching	Through individual activity by academic staff in relation to specific parts of their own teaching eg curriculum changes	Through the assumption that a research culture has an impact on teaching

The impact of the RAE on teaching

3.17 There are mixed views within the sector about the impact of the RAE on teaching, although there is general agreement that academic staff have to cope with greater, and more conflicting, pressures on their time than in the past. The RAE is only one of these influences, but probably one of the most powerful. A critical issue is whether the pressures of the RAE have directly damaged the quality of teaching by diverting staff effort. We found a widespread view that this is not the case, and there are a number of separate pieces of evidence to support this:

- Teaching imposes a set of short term deadlines (timetables etc) which are difficult to ignore without very visible problems, and most academic staff have a deep-rooted commitment to their students and would resist threats to student learning.
- Any such diversion would show up in student complaints (and perhaps in the longer term in TQA ratings), and institutions might be expected to avoid such adverse outcomes.
- There is no evidence of institutions or departments with high RAE scores doing poorly in TQA, in fact the reverse is the case.

3.18 Notwithstanding the evidence that ‘classroom’ teaching has been maintained at previous levels, there is a view in parts of the sector that the main consequence of the drive to improve research for teaching has been that innovation in teaching has suffered as more emphasis is placed on the research and workloads are strained, for example, producing new teaching materials, experimenting with the use of communication and information technology teaching activities, participation in national initiatives (for example, participation in FDTL), and in some cases the attention paid to student support, tutorials, and so on. With the inevitable rise in the use of communication and information technology to support teaching, such a

development may have significant consequences for the ability of institutions to meet the demand for the growing use of virtual higher education identified in the recent report on borderless higher education for the CVCP. However, there is no evidence that the UK is less innovative than other countries.

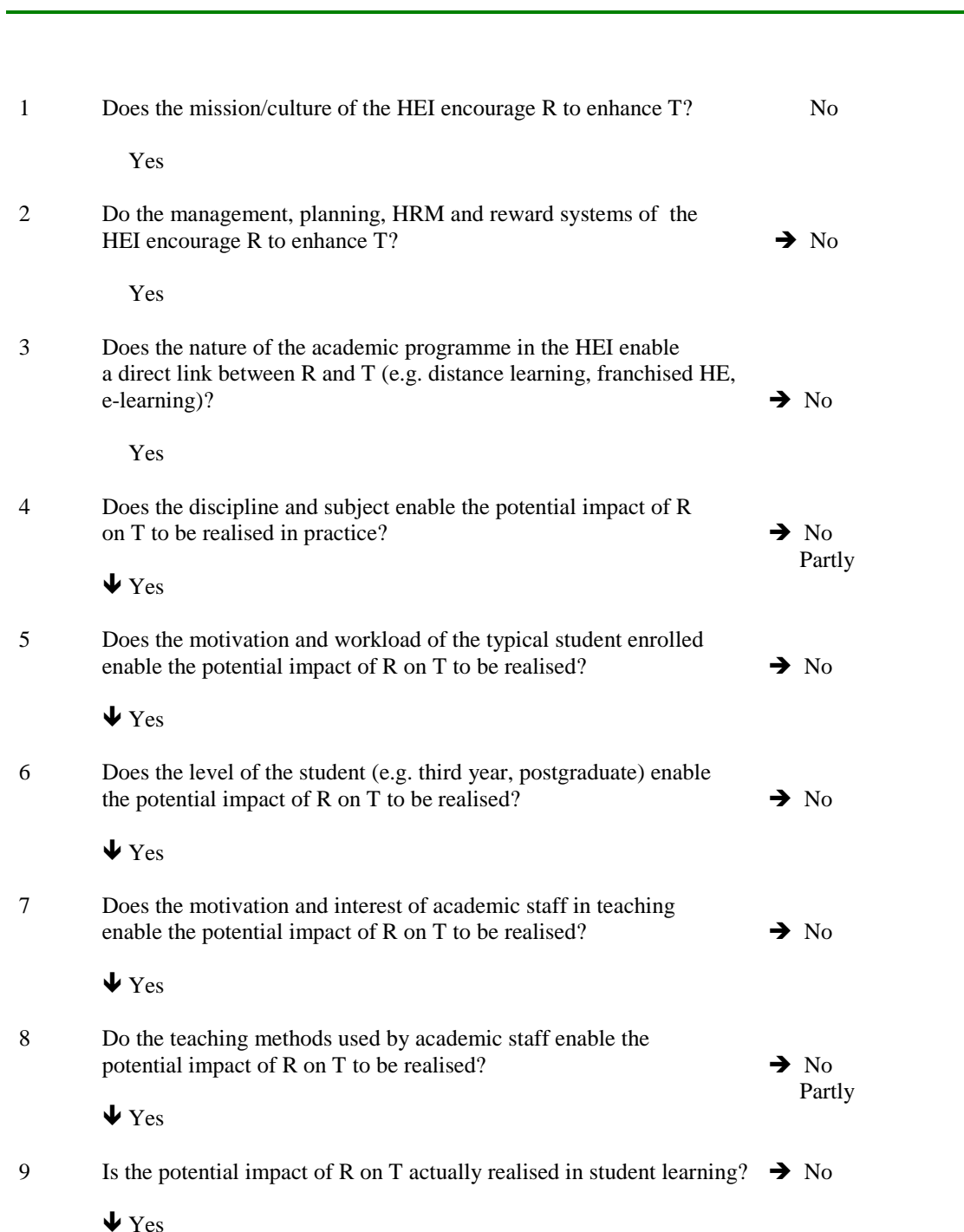
3.19 From the perspective of the funding council the difficulty of identifying any consistency in the way that institutions plan the link between research and teaching is complicated by the existence of numerous factors which make any simple statement of cause and effect difficult. These factors include:

- Disciplinary and subject differences which not only influence curriculum design, but also a wide range of contextual issues. These include, but are not limited to, the influence of professional bodies, and the extent to which a curriculum is externally accredited (and therefore may be harder to change to incorporate recent staff research).
- The mission and culture of the institution.
- The rewards and incentives available to staff. Almost all evidence suggests that academic staff, like most employees, will do what they most enjoy and is in their best interests. Thus the seriousness with which teaching is undertaken is directly correlated to both personal motivation and institutional prioritisation associated with different kinds of activity. To this extent involvement in research creates the opportunity for individuals to enrich their teaching, but numerous factors stand between this opportunity and its realisation (see the section on human resource management below).
- The effectiveness of institutional management in creating the circumstances for research to inform teaching.
- Differing conceptions of teaching. Elsewhere in this report we identify a number of ways in which the term ‘teaching’ is used on a five point continuum. In practice the claim that research is closely associated with teaching appears to be often – although not always – made in the context of teaching being seen primarily as the didactic delivery of information.
- The experience and motivation of students appears to be a significant factor in influencing how some institutions see the interaction between research and teaching. Indeed, in several research-intensive pre-1992 institutions it was suggested to us that it was the intellectual ability of students with high A-level scores that made teaching based on research particularly valuable. In such statements the notion of this form of teaching as the start of student research training also featured.

3.20 We therefore conclude that in practice it cannot be guaranteed that research informs teaching; rather, that it has the potential to do so if a number of conditions are met. Although these factors and their interrelationships are complex they can conceptually be set out as a flow diagram, and this is done in Figure 2.

3.21.1 In view of the multiple factors influencing any planned interaction between research and teaching, it is perhaps surprising more institutions have not developed specific policies and practices to either monitor, develop or maximise the widely perceived synergy between the two. In such circumstances it would be good practice for all institutions which claim that their teaching benefits from their research to examine their own evidence that this is the case.

Figure 2. Flow diagram of the factors influencing the effect of research on teaching



4 Human Resource Management and Staffing Issues

- 4.1 In view of the above issues, we have been concerned to examine the extent to which institutions have introduced imaginative HRM and staffing policies to encourage a creative interaction between research and teaching. Overall, we have been disappointed to find a general absence of strategic activity in this area, and this confirms the findings of Keep, Storey and Sissons (1996) in their review of what they see as a depressingly slow pace of change in addressing key HRM issues in higher education. To this extent the data presented to us support some of the findings of the Bett Review in terms of the need for a much higher profile of HRM issues, although Bett's proposed continuation of a national grading and salary system is unlikely to address effectively the diverse institutional HRM requirements.
- 4.2 It is not unreasonable to expect institutions to have undertaken appropriately designed HRM strategic reviews and, where necessary, staff restructuring exercises to ensure that the necessary staffing skills were available (where market conditions permit), and that workload practices were revised to ensure maximum synergy and effectiveness in addressing the requirements of both research and teaching. However, this seems to have occurred in only a limited number of institutions, and the majority of universities we encountered were still struggling to address well known problems that have been identified for at least the last decade, for example, ongoing problems of ensuring that staff appraisal schemes worked in practice, and how to manage non-active research staff who were also less than effective as teachers. Such concerns support the conclusion noted above that more effective management would be the most productive way of addressing the increasing complexity of the HE environment.
- 4.3 Such concerns were echoed by a large number of participants in the 'New Researchers' seminars commissioned as part of the Fundamental Review. Although good practice was identified in providing support and mentoring for new researchers in some institutions, in general, staff management was frequently identified as being poor, resulting levels of stress were felt by many to be too high, and – although partly inevitable because of the competitive nature of funding for many academic appointments – a common view was that much could be done within institutions by more effective management. This included: where possible, minimising the workload conflicts caused by a lack of planning associated with the allocation of administrative duties; ensuring more effective mentoring and support systems; providing a proactive approach to dealing with issues concerning equal opportunities; and giving greater guidance to heads of academic departments in how to handle staffing issues. There was some considerable concern among many new researchers attending these seminars about human resource management practice in their own institutions, and is reported in more detail in the separate report on the series of seminars.
- 4.4 Despite this background, evidence from the questionnaires, institutional visits, and other sources suggest that progress is being made in some areas. In particular there are three developments that appear widespread within the sector:
- The adoption by most universities of the CVCP Concordat for research contract staff, although in some cases actual institutional practice was acknowledged to be inconsistent in application of the terms of the agreement.

- A particular cause of concern (acknowledged by HEFCE in its own strategy to enhance learning and teaching within the sector) has been the strong emphasis in many institutions of research in promotion and staff selection decisions. It now appears that most universities surveyed (including research-intensive ones) have amended their procedures explicitly to take account of teaching in both initial academic staff selection decisions and for promotion to senior lecturer. However, the balance between teaching and research varies, with some institutions favouring research over teaching, although others emphasise both equally. For example, one large research-intensive university considers all promotion cases on a points system and an average points score for both teaching and research is required for promotion.
- Enhanced educational development support to encourage innovations in teaching, including greater use of teaching fellowships; also, greater management development for heads of academic departments. However, the potential impact of the ILT as a way of encouraging teaching remains unclear. Although many institutions appear to be encouraging membership, a number of senior staff in some research-intensive universities visited could not see much incentive for their staff to join. Of particular concern to some research staff at the start of their careers is the need to undertake an ILT recognised teaching qualification, while at the same time developing their own teaching (often for the first time) and becoming research-productive as quickly as possible. ??Indeed a common source of potential conflict was reported as institutional requirements for ILT study with departmental imperatives for even young researchers to generate research income.??THIS SENTENCE DOESN'T SEEM TO MAKE SENSE.

4.5 In addition, other HRM practices are emerging in relation to research staff to varying extents within some research-intensive institutions. These include:

- A number of institutions report that they are considering more rigorous probation procedures for new staff, perhaps lasting for five years, in order to be able to assess research quality and productivity over the medium term.
- In some institutions the increasing use of teaching-only appointments for staff who are not research-productive, and who may be placed on contracts which mean that the staff concerned do not have to be entered for the RAE. However, the extensive use of this practice by research-intensive institutions would clearly undermine any claim that research was a prerequisite for high quality teaching.
- The use of part-time staff and graduate assistants for teaching is reported in some institutions as a way of obtaining the benefits of flexibility associated with increased 'casualisation' of the academic workforce. However, this in turn raises evident dangers in terms of the longer term commitment of such staff to the institution concerned.

5 The management and allocation of resources

- 5.1 The way institutions allocate resources is one of the most powerful ways they influence academic activity. In England, the block grant principle enables institutions to use their funding council grant for teaching and research as a single sum which they can allocate internally according to institutional strategies and priorities.
- 5.2 Our survey of institutions (Annex F) shows that most in fact choose broadly to reflect the way the funding council calculates the grant – i.e. based on research volumes and quality, and student numbers and price bands. Many have internal resource allocation models which reflect these factors, although some also build in incentives or weightings to reflect institutional priorities. This reflects a prevailing culture in many institutions that it is academic departments which know best how to use the HEFCE resources they have earned. An exception to this is that some post-1992 universities are much more likely to make strategic allocations in order to facilitate new research developments, not based on the existing pattern of activity.
- 5.3 This pattern of resource allocation within institutions transmits the research-driving incentives to departments. At departmental level, resource allocation is primarily about staff time and the management of staff workloads for teaching, administration etc. Again, there is a common culture in a number of the established research universities of a rather collegial approach to this, where the main objectives may be some kind of broad perceived ‘fairness’ and where the head of department (who may be elected or rotating) is seen as simply a *primus inter pares*. In some of the newer institutions, by contrast, there is a more managerial ethos which may have a more directive approach with the specific aim of maximising outputs and income.
- 5.4 As regards Other Activities, the main issues are related to the way that ‘private consultancy’ is interpreted and managed (if at all) by the institution, and the policies on sharing of income from these activities. The evidence shows that this area is still relatively small at sector level (although important for certain disciplines and institutions, and now being encouraged by government). In general, institutions do not yet have well-defined policies in this area.

References

- The Bett Report, Independent Review of Higher Education Pay and Conditions, 1999, HMSO
- Brew A and Boud D, 1995, Teaching and Research: Establishing the Vital Link With Learning, Higher Education, Vol 29, pp 261-273
- Clark B, 1994, The Research-Teaching-Study Nexus in Modern Systems of Higher Education, Higher Education Policy, Vol 7, No 1
- The Dearing Report, Higher Education in the Learning Society, 1997, The National Committee of Inquiry into Higher Education, HMSO
- Gibbs G, 1995, The Relationship Between Quality in Research and Quality in Teaching, Quality in Higher Education, Vol 1, No 2
- Hattie J and Marsh H W, 1996, The Relationship Between Research and Teaching: a Meta-Analysis, Review of Educational research, Vol 66, No 4
- Jenkins A, Blackman T, Lindsay R and Paton-Saltzberg R, 1998, Teaching and Research: Student Perspectives and Policy Implications, Studies in Higher Education, Vol 23, No 2
- Keep E, Storey J, and Sissons K, 1996, Managing the Employment Relationship in Higher Education: Quo Vadis?, in Cuthbert R (ed), Working in Higher Education, SRHE and Open University Press
- Neumann R, 1992, Perceptions of the Teaching Research Nexus: a Framework for Analysis, Higher Education, Vol 23, No 2
- Neumann R, 1994, The Teaching-Research Nexus: Applying a Framework to University Students' Learning Experiences, European Journal of Education, Vol 29, pp 323-338
- Ramsden P and Moses I, 1992, Associations Between Research and Teaching in Australian Higher Education, Higher Education, Vol 23, pp 273-295
- Terenzini P T and Pascarella E T, 1994, Living With Myths. Undergraduate Education in America, Change, January/February