

INDEX

- Audit teaching, 153
- Black, Asian and minority ethnic lecturers (BAME lecturers), 166–167
- Centres of Excellence in Teaching and Learning (CETLs), 13–14, 51
- Classroom in higher education institutions, 216–218
- Collaborative Award for Teaching Excellence (CATE), 57
- Complexity, 103
 - at level of individual metrics, 112–113
- Consumerism, 185–186
- Critical pedagogy, 218–220
- Critical Race Theory, 164–165
- Culture of excellence, 24–25
- Curriculums, 221–222
- Deep learning, 73–74
- Deliverology, 27, 100–102, 229–230
- Department for Education and Skills (DfES), 24
- Destinations of Leavers of Higher Education (DLHE), 103
- Diffraction, 230
- Disablism sexism, 170–171
- Discipline, 202–203
- Diversity deficits
 - creative subversion, 216–224
 - strategies and places, 205–210
 - tactics and spaces, 210–216
 - teaching excellence and, 5–7
- Diversity in pursuit of teaching excellence, 141–142
- eLearning, 14
- Employability, 187
- ‘Entertainment’ model, 56

- Equality and Diversity Act (2010), 139
- Excellence, 2–3, 18–20, 22–24
 - building capability and supporting, 50–53
 - performativity of, 3–5
- ‘Excellent teacher’, 64
- Excellent teaching, 61–62
- Furniture maker, 213–214
- Gender, 166
- Global Education Reform Movement (GERM), 154
- Good teaching, 19
- Heroic individuals, 57–58
- Higher education (HE),
 - 1, 20–21, 180–181, 184–185, 227–228
 - audit teaching in, 153
 - evaluative process, 163
 - gender and, 166
 - HESA, 166–167
 - imposter phenomenon, 168
 - intersectionality, 164
 - marketisation in, 159–160
 - neoliberal model of education, 154–155
 - sector, 97
 - skills of ‘presentation’, 169
 - student evaluations, 156–157, 160, 165–166
 - teaching excellence in, 152–153
 - teaching quality, 155–157
 - TEF, 170, 172
 - US studies, 160–161
 - VFM, 158–159, 162–163
- Higher Education Academy (HEA), 13–14, 51
- Higher Education and Research Act, 12
- Higher education
 - institutions (HEIs), 1, 154, 169, 207–209, 215–216
- Higher Education Reform Act (HERA), 154
- Higher Education Statistics Agency (HESA), 166–167
- Homophobia, 170–171
- Hunt, Leanne, 134–135
- Identity, 4–5, 138–139
- Imposter phenomenon, 168
- Inclusive teaching
 - excellence
 - complexity and ‘wickidity’ at level of individual metrics, 112–113
 - emergence, 97–99
 - strategic ambiguity, 113–117
 - target setting and social mobility, 99–102
 - TEF, 102–110

- Index of Multiple Disadvantage (IMD), 103
- Individual teaching excellence, 63–74
- Institutional polishing, 2, 7
 - teaching excellence as, 7–9
- Institutional speech act, 5, 7
- Interactive pedagogy, 68
- Interpersonal relationships, 132–137
- Intersectionality, 164
- La perruque*, 205, 213–215
- Learning, 109–110, 133–134
 - community, 133
 - relationships, 132–134
 - strategies, 13–14
- Lincoln Social Science Centre, 221–222
- Managerialism, 98–99
- Marketisation in HE, 159–160
- Metric complexity, 104–110
- Mutant deliverology, 102–110
- National Student Survey (NSS), 103, 153–154, 183–184, 208
- National Teaching Fellowship Scheme (NTFS), 13–14, 51–53
- ‘Neoliberal rubbish’, 56
- Neoliberalism, 97–99
- Non-white scholars, 220
- Normalisation of genericism, 187
- Occupy encampments, 221–222
- Operationalising teaching excellence
 - building capability and supporting excellence, 50–53
 - disciplinary dimensions, 61–63
 - excellent/effective/inspirational teachers and teaching, 66–67
 - great/effective/excellent/inspiring teachers and teaching, 69–71
 - in higher education, 48–49
 - individual teaching excellence, 63–74
 - mechanisms for teaching excellence, 49
 - recognition and reward, 53–54
 - scholarship and research–teaching nexus, 58–61
 - TEAs, 54–58
- ‘Outstanding’ teaching, 20–21

- Participation of local students rating (POLAR rating), 136
- Partnership approach, 142–145
 - students and teachers building rapport, 143
 - students and teachers understanding each other's working context, 144
 - students and teachers united in will to evidence excellent teaching, 144–145
- Pedagogical stratification, 21
- Peer Assisted Learning (PAL), 134
- Performativity, 98–99, 152–153, 229–230
 - of excellence, 3–5
- Personal boundaries, 138–139
- Policy
 - formation, 102
 - incentives, 112
 - levers, 98–99, 115–116
- Presentation, 169
- Prime Minister's Delivery Unit (PMDU), 100–101
- Proxy measures, 208–210
- Quality teaching, 18–19
- Queer theory, 181–183, 192–193
- Queerness, 194
- Racism, 170–171
- Recognition, 53–54
- Research Excellence Framework (REF), 2–3, 208
- Research-teaching nexus, 58–61
- Resistance, 202–205
- Reward, 53–54
- Scholarship, 58–61
- Scholarship of Teaching and Learning (SoTL), 49–50
- Shaw, Hollie, 135–137
- Skills audits, 187
- Social mobility, 99–102
- Social Science Centre (SSC), 221–223
- Spaces, 210–216
- Staff, 131
- Staff-student ratios, 73
- Strategic ambiguity, 113–117
- Strategic competence, 214–215
- Strategies, 205–210
- Structural complexity, 103–104
- Structural impediments, 138–139
- Student economicus, 100
- Student evaluations, 154

- Student Evaluations of Teaching (SETs), 156
- Student perspective on teaching excellence, 133–137
 - barriers to building interpersonal relationships in classroom, 137–145
 - diversity and difference, 139–142
 - interpersonal relationships, 132–137
 - partnership approach, 142–145
 - structural impediments, personal boundaries and identity, 138–139
 - transcending difference and diversity in pursuit of teaching excellence, 141–142
 - unconscious bias in teaching evaluations, 139–141
- Student satisfaction, 184
- Student-led teaching awards (SLTAs), 55–56
- Students and teachers building rapport, 143
- Subject discipline community, 62
- Success, 3–4
- Success as a Knowledge Economy* (UK government paper), 203–204
- Tactics, 210–216
- Teacher, 131
- Teaching excellence, 15–23, 48–49, 73, 130, 183, 228
 - conceptualisations at different levels, 23–29
 - and diversity deficits, 5–7
 - getting etymological, 2–3
 - ground clearing, 16–20
 - as ‘institutional polishing’, 7–9
 - macro, meso and micro level considerations for, 28
 - performativity of excellence, 3–5
- Teaching excellence awards (TEAs), 50, 54–58
- Teaching Excellence Framework (TEF), 1, 12, 96, 102–110, 152–153, 171–172, 180–181, 203–204, 208, 227–230
 - cementing consumerist machismo, 185–188
 - metric complexity, 104–110
 - as policy lever, 110–112
 - queer eye, 192–196

- queer theory, 181–183
- scrutinising, 183–185
- stages of TEF assessment
 - process, 105–106
- structural complexity,
 - 103–104
- TEF2 analysis, 21
- ‘TEffects’ of macho
 - monolith, 188–192
- Teaching quality, 25, 32
- Tokenism, 57
- Top-down performative
 - approach, 21
- Transcending difference
 - in pursuit of
 - teaching excellence,
 - 141–142
- UK education policy,
 - 152–153
- UK Professional Standards
 - Framework
 - (UKPSF), 13–14, 51
- Unconscious bias in
 - teaching evaluations,
 - 139–141
- Union for Colleges and
 - Universities (UCU),
 - 160–161
- University College London
 - (UCL), 220
- Value for money (VFM),
 - 154–155, 158–159,
 - 162–163
- Wickidity at level of
 - individual metrics,
 - 112–113
- Wiggery, 205, 214–215