Why Sheffield was bad?  They pretended not to understand me!

- Crowded timetable
- Complex regulations
- Excessive assessment
- Overlaps in teaching
- Excessive bureaucracy

The culture they encouraged is bad
  - bite size learning
  - work in exchange for credits

Re-sit probability:
$$1 - (1 - 0.05)^{12} = 0.46$$

How similar is Southampton?
Why Sheffield was bad II: They didn’t want to believe me!

National Student Satisfaction Survey 2005
22 questions in six groups
23rd on overall satisfaction

Strongly worded letters were sent to two departments demanding Action Plans on how to improve scores on Assessment Feedback…. and they wrote such plans!

Useful lesson from NSS: just make your courses interesting & challenging

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Why Sheffield was bad III: They didn’t take my religion seriously!

- Teaching should not be a “necessary evil” for “rising stars"
- Teaching should be (roughly) equally shared amongst faculty
- Professors should teach, and share teaching of entry-level courses
- Exam boards are a waste of time
- Staff should not teach the same course over and over again (sabbatical is a way of rotating)
- Curriculum and content should change with time

[ there is a module in DCS where the tutorial problem has been the same for the last 17 years! (and the subject is not History!) ]

How similar is Southampton?
My research ambition for the next few years

From:

“I will email you some biological data - would you please cluster it for me?”

(“I will make you co-author”)

To:

“According to my model, concentration of protein P will be X molecules per cell in the developing embryo at stage 5, – would you please measure it for me”

(“I will make you co-author”)