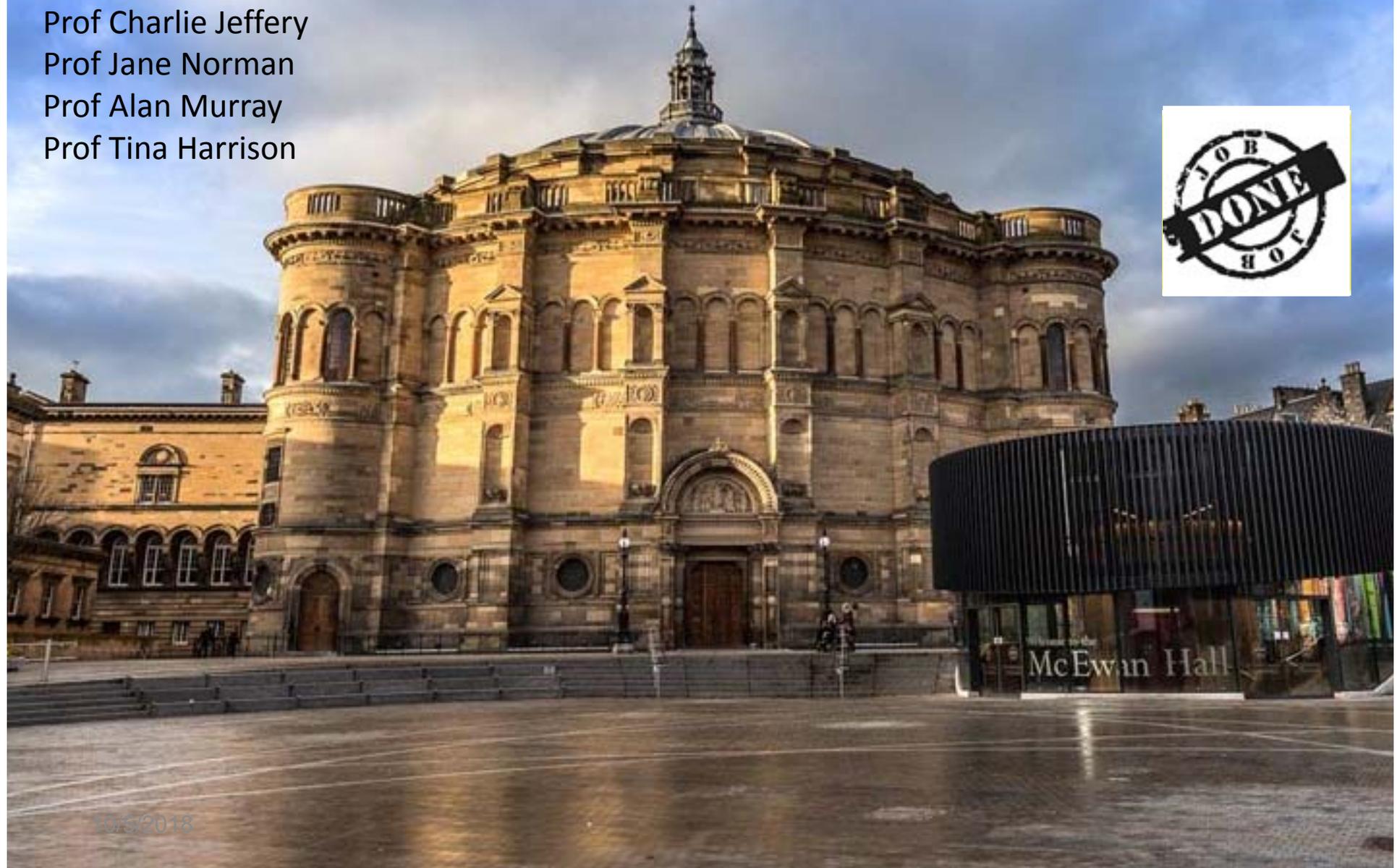


Teaching and Academic Careers Project

Prof Charlie Jeffery
Prof Jane Norman
Prof Alan Murray
Prof Tina Harrison

WE NEED THE
BE HERE



10/5/2018



Why Now?

*We need to recognise and reward **excellence in teaching and learning** more effectively than has previously been the case. I am interested in the introduction of a teaching-only pathway, into which we can recruit people with potential and within which it is possible for someone whose **predominant contribution to the University is in teaching** rather than in research to see a **career pathway leading to full Professorship.***

The screenshot shows a web browser window with the URL <https://www.ed.ac.uk/principals-office/first-80-days>. The page features a navigation menu on the left with the following items: "The Principal's Office home", "Principal and Vice-Chancellor", "The role of Principal and Vice-Chancellor", "First 80 days" (highlighted in red), "Vice-Principals and Senior Management", "Principal's Office Staff", "Principal's Awards and Medals", "Organisational structure", and "Previous Principals". The main content area displays a letter from Professor Peter Mathieson, Principal and Vice-Chancellor, dated 10/5/2018. The letter discusses the "first 100 days" in office and the need for a culture shift at the University of Edinburgh, emphasizing the value of teaching and learning. A photograph of Professor Mathieson is visible on the right side of the letter. The page number "2" is located in the bottom right corner.

10/5/2018

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Teaching and Academic Careers Project

- Established by the University Executive
- To review processes and incentives for the recognition, reward and support for teaching in academic careers
 - alongside other parts of the academic role
- We know that there are other issues Such as ...
 - Class sizes
 - Workload and Work Allocation Models
 - etc
 - and the Staff survey will be illuminating
- This task group is concentrating on the Teaching/Careers issue
 - Senior membership from across the University
 - Remit and membership
 - www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/task-group



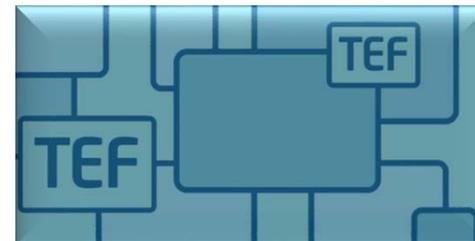
Task Group Membership

Prof Charlie Jeffery	Senior Vice-Principal	Convener
Prof Jane Norman	Vice-Principal	People and Culture
Prof Tina Harrison	Assistant Principal	Academic Standards and QA
Prof Alan Murray	Assistant Principal	Academic Support
Mr Stuart Bennett	CAHSS	Head of School - ECA Principal
Dr Sabine Rolle	CAHSS	Dean of Undergraduate Studies
Prof Charles French-Constant	CMVM	Dean of Research
Prof Mike Shipston	CMVM	Dean of Biomedical Sciences
Dr Linda Kirstein	CSE	Director of Teaching, Geosciences
Dr Anne Payne	CSE	DoPS. School of Biological Sciences
Dr Mike Orr	Moray House School/UCU	Teaching Fellow
Dr Jon Turner	IAD	Director
James Saville	Human Resources	Director
Ms Diva Mukherji	Students' Association	Vice President Education
Ailsa Taylor	Academic Services	Project Support



Context

- The majority of teaching is excellent at UoE, but ...
- We seem to “value” research more than teaching
- Clearer links between achievement in research and personal reward
 - Not so clear for teaching
- Research achievements are **seen as** easier to measure than teaching
 - for individual academics
- Research performance is a stronger driver of institutional “success”
 - e.g. REF, research income, QS ranking...than teaching performance:
 - e.g. ELIR, TEF → fee income
- Current posts specialising in teaching?
 - career paths are not clear
- If we get this right → better teaching → higher student satisfaction





What are we Considering?

- Recognition, reward and support for teaching and student support
 - in staff recruitment and promotion processes
- Academic career paths
 - including those for staff “specialising” in teaching
 - separate ‘tracks’ for teaching and research or a more flexible approach?
- Ensuring that academic staff deliver high quality teaching ...
 - Clear support & expectations for professional development in teaching
 - Strengthen the role of **Heads of Schools** and their tools for managing
- Happily, we have made a start ...



Recent Work on Culture Change ... Chronologically

2013 - Exemplars of Excellence in Student Education

- Panels and referees (and other Universities!) use these extensively

2014 - CPD Framework for Learning & Teaching

- Externally accredited, flexible pathways to HEA Fellowship

2015 - Annual review reform

- Teaching conversations embedded; Other recognition of good teaching – eg EUSA awards, Teaching matters

2016 - Guidelines and form for referees

- Revised to emphasise teaching

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4.1 Direct Contribution (“front of

4.2 Leadership in Student Education

4.3 Dissemination of Excellence in

4.4 External Esteem and Recognition

5 Exemplars of Excellence at Grade 10

5.1 Direct Contribution (“front of

The University has a clear, balanced Grade Profiles for academic staff that match individuals

activities in the achievement of the Grades 1-10 with a focus on teaching excellence

Leadership/management. Reward processes have, historically, been based on these areas. Exemplars of productive activities and excellence

5.2 Leadership in Student Education

A set of exemplars should not, by definition, be exhaustive experience of its use in our own reward processes improve of student learning *per se* evolves and (c) new exemplars distinctive areas of the University (e.g. Edinburgh College different exemplars of teaching excellence that are not in is to be welcomed and may, indeed, cause creative thought document should not therefore be regarded as either a full off experiment. It is, rather, the first step in a process that diverse set of exemplars of educational excellence drawn have been inspired and informed by this initial list

Education

Development, Delivery of Innovative Learning (including online learning and Massive Open On-line

Working Group (e.g. Government, Scottish Funding Council, Higher Education Funding Council for England, Higher Education Academy, Quality Assurance Agency, Learned Society).

Leader and Instigator leader of a high-impact innovative course (with external Source of Evidence of impact)

Organisation

Vice Principal Learning and Teaching 7



Recent Work on Culture Change ... Chronologically

2017 - Personal Chair Criteria

- Revised to “equalise” research and teaching criteria

2017 – Readership Criteria

- Revised to reward teaching and/or research ... “Prof-in-waiting”

2017- Teaching and Recruitment of Academic Staff

- Teaching exercise during recruitment – mandatory from 2019-20

2017 - Redesigned Course Enhancement Questionnaire

- Recognise individual teaching excellence (or not)

... principled framework (“toolkit”) and supporting resources to support efficient, practical and **measurable assessments of teaching ability and commitment** for posts that include, or are likely to include, a significant element of ‘conventional’ teaching.



The Project

September / October 2018
Consult widely on draft principles

Semester 2 of 2018/19
Consider how to translate the agreed
principles into staffing policy and procedures

Aiming to make changes in time for 2019/20



Consultation on Guiding Principles Sept → Oct 2018

- Strategic discussion at Senate on 3 October 2018
- Focus groups for staff specialising in teaching
- Sessions at College committees and school *fora*
- Consultation with students
- Schools/Colleges → written comments by end October 2018
- An interim report seeking approval for **the principles**
 - For University Executive meeting on 20 November 2018
- Further details of the consultation are available at
 - www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/consultation
- Implementation – Semester 2, 2018-19, changes from 2019/20
 - Further extensive consultation



Draft Principles 1:

What kind of University do we want to be?

- A University that embraces the concept of scholarship, in which excellence in **teaching and research are valued equally**;
- A University within which students recognise that staff place as much **importance on their teaching as on their research**;
- A University that uses its **staffing policies and processes** to value and reward teaching as highly as research;
- A University that **expects and supports its academic leaders to inspire and assist** their colleagues to achieve excellence in teaching and/or research;



Draft Principles 2:

Flexible career pathways open to all academic staff

- The University should ensure **career pathways** into the University and up to Professorial level (UE10) are **clear and open** to all academic staff regardless of the balance of academic responsibilities (**including those specialising in teaching**);
- The University should ensure that it has clear descriptions of what excellence in teaching means at each level, and enable staff to **evidence** their excellence in relation to these criteria through a range of **qualitative and quantitative measures**;
- The University's academic career pathways should be flexible enough to enable academic staff to place **greater emphasis on teaching or research at different points in their careers**;



Draft Principles 3: Supporting academic development through these pathways

- All annual reviews should provide an opportunity for academic staff to **reflect on their achievements, career aspirations and development needs in teaching**, as well as in other aspects of their academic role;
- The University should provide clear guidance on **the experience and qualifications** that academic staff require at each stage of their career in order to operate at the level expected in teaching;
- All academic staff who teach should recognise that a core aspect of the role involves engaging in **formal and informal training and development activities** to continue to enhance their teaching skills;
- The University should ensure that **sufficient training and development capacity is in place** for all aspects of the academic role;



Draft Principles 4: What do we want to be like in five years' time?

- Academic staff at the University will be confident that achieving excellence in teaching can lead to **career progression**;
- All academic staff will **understand** what the University means by excellence in teaching, and the **expectations** of this for their own performance and development;
- The University will be able to articulate the **different career pathways** available to all academic staff, and individual staff will benefit from the diverse range of pathways;
- A significantly higher proportion of academic staff will have demonstrated their commitment to teaching excellence through **acquiring teaching qualifications or externally accredited recognition**
 - e.g. HEA Fellowship
- **Students will recognise the University's commitment to excellence in teaching**



What do you think?

- Comments on the draft Principles?
- What steps do you think the University should take to reward and recognise teaching excellence more effectively?
- What do you think are the main challenges?
 - and how should we address them?
 - www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers
- How can we make these consultations as wide & effective as possible?