Teaching and Academic Careers Project

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WE ARE HERE
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.
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 ffrench-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

10/5/2018
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
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](http://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers)
- How can we make these consultations as wide & effective as possible?