UTC Strategy Meeting 10th December 2013 – Notes

The UTC strategy meeting was directed towards pushing forward the Performance Management project being co-ordinated by HR – particularly with regarding establishing expectations of teaching at York and mechanisms for managing performance below expectations – and also for furthering discussion with regard ongoing work on the development of a CPD Framework in Learning and Teaching, itself constructed around minimum expected standards for teaching and the ways by which staff can move beyond these.

A. The first part of the session involved subject-cluster groups discussing how teaching expectations at York might be conceived of and what they would include. Each category was asked to identify possibilities under three categories: teaching activity, core knowledge, core values:

Social Sciences

Activities	Knowledge	Values
• PGCAP Module 1 outcomes • Pastoral care – but what level is expected? • Identify obstacles to independent learning •	• Subject knowledge and evident engagement and enthusiasm with / for the material	• Reflecting upon and updating practice and material where appropriate • Challenge students (scaffold) • Develop ability to be an independent learner • Stimulate engagement and learning – inspire • Knowing what you're good at – self-reflection.

Additional notes:
- Expectations differ significantly for different types of classes
- Whose expectations? Students? (how to find genuine indicators?)
- Supervision (?) or is this a job for professional support?
- Teaching sabbaticals to support personal development?
- Can we raise the status of teaching further?
- Can workload models clarify expectations regarding time for teaching?

Sciences

Activities	Knowledge	Values
• Enthuse the student • Lecture design including learning outcomes • Module design • Clarity of purpose / expectations • Setting and testing objectives • Turning up and finishing on time • Providing materials • Putting materials somewhere appropriate • Dialogue with students • Awareness of learning environment • Availability to students • Making clear progression	• Subject knowledge inside out; material; context (previous knowledge) – ensuring fit to programme. • Integrate research into teaching • How learning connects to the world – theory – practice – complexity • Appreciation of how students learn • Knowledge of communication and document design • Knowledge of lab skills – formulate experimental design • Diversity of different teaching	• Commitment to subject and equally student learning • Enthusiasm, engagement and inspiration • Approachability • Open to learning oneself – reflective • Support high expectations, standards, challenge • Professionalism – striving for excellence

	methods / approaches	
part of design • Evaluation, changing teaching	• Able to deliver any part of stage 1 programme	

Additional notes:

- Concern: at what stage will standards be applied? Could it be flexible – would it encourage progress / development?
- What drives better teaching?
- Is performance requirements a different document from performance aspiration?
- Document would need to outline how institution would support teaching and learning
- Follow research document format

Arts and Humanities		
Activities	**Knowledge**	**Values**
'Effectiveness' in: • Learning design – session / module / programme taking appropriate ownership / responsibility and contributing • Assessment – consistency and fairness • Engagement with reflective cycles – ongoing updating and CPD, being proactive and evaluating • Delivery – ability to communicate clearly and differentiate • Feedback – timely and targeted • Interacting in a timely and positive fashion with students	• Subject knowledge • Disciplinary / generic pedagogical awareness and knowledge • Learning technology as appropriate	• Sensitivity to students and diversity • Reflexive practitioner – CPD • Commitment to linking teaching and research • Support for students – availability • Equip students with the ability to develop as independent learners • Responsiveness to student needs • Developing potential – personal • Willingness to enthuse and inspire students • Collegiality and willingness to share good practice
Additional notes: •		

B.   The second part of the session the group was split into two:

i.   Ensuring Consistency – addressing underperformance

Is JR's Triggers and Responses *table fit for purpose? Are there modifications that need to be made or is a different approach for identifying and responding to performance issues needed?*

- SSL Chair has to be a student currently
- More triggers? Error rates in exam scripts?
- Triggers for <u>questions</u> first
- Helpful to articulate expectations in table, in principle
- Better to have expectations statement for teaching and research, rather than separated.

What resources can be created / avenues of support established as standard for individuals / departmetns to access in addressing issues of under-performance?

- Promote teachers' own responsibility first, to self-reflect/improve
- Difficulty of defining what is needed to achieve positive change (lack of threshold standard) is key constraint in addressing poor performance.
- How to foster sense of belonging to dept.? Buy-in promotes commitment to expectations.
- Expectations and policy on 'baseline' create essential background. Already have support routes – mentoring, PGCAP material etc.
- More transparency needed in some cases for student feedback – not just staff member and HoD.

ii. **Developing beyond Expectations**

Defining 'more than' Baseline Expectations?	What would support development?	How can development be recognised?
- Sustained quality - Scholarship of Teaching - Innovation in teaching - Engagement with external roles - Inspiring students - CPD – engaging in ongoing development - Influencing colleagues – leadership, mentorship, supervision - Securing funding	- Essential toolkits / tips for key teaching issues e.g. how to evaluate teaching? - Support for applying for funding or pursuing publication - Methods for increasing efficiency - 'Refresher' provision - Subject-specific / disciplinary issues - Support in getting 'teaching teams' together	- Credit bearing courses – particularly for staff on fractional contracts (CLL) - Publish student evaluation results - Promotion - Flexibility between R/T/A in workloads and how these are conceived of, rather than their being conceived of as distinct domains. - Teaching sabbaticals